

Evaluation of the Professional Courses' Instructional Materials of the Bachelor of Science in Business Administration Program

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Abstract: This study evaluated the instructional materials (IMs) of professional courses at Apayao State College, specifically in marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy. Using a descriptive research design, data were analyzed through frequency, weighted mean guided by a four-point Likert scale, and ranking. Results showed that the IMs were rated "strongly agree" in terms of content, teaching and learning, support, assessment, and feedback. Professional Salesmanship emerged as the most preferred IM. Respondents highlighted that these materials effectively complemented lessons, enhanced learning enjoyment, and facilitated easy completion of assessment tasks. Satisfaction with the IMs was also rated very high, indicating that they met students' learning needs. Furthermore, no significant difference was found between the respondents' academic year attendance and their evaluation of the IMs. The study concludes that the instructional materials were highly relevant in content, effective in facilitating teaching and learning, strongly supported learning objectives, and provided sufficient assessment and feedback.

Keywords: descriptive research, instructional materials, marketing management, teaching and learning, student satisfaction

I. INTRODUCTION

The process of the design and development of instructional learning modules has 11 main steps based on the Meyer Model, which include assessing the need for developing a module, deciding the module format, identifying and describing characteristics of the learners, developing objectives of the module in behavioral terms, developing criterion measures of learning outcomes, and analyzing skills and knowledge related to the objective to be included in the learning module. Moreover, selecting the content is a vital step in the design and development of learning modules. Selecting instructional activities and media, sequencing learning activities and developing module prototypes; testing learning modules with a sample of the target group, analyzing tryout data for revision of the learning module; and if satisfied, production of the learning module; otherwise, revision of the learning module. In the Philippines, learning institutions devise various learning modules to supplement the teaching and learning process. It has empowered and challenged educators, especially in State Universities and Colleges (SUCs), to design and develop learning materials to contribute to the quality of the delivery of instruction. These instructional materials provide a feasible alternative to the new normal education structure in the country to address Sustainable Development Goal (SDG) number 4, which is quality education. Apayao State College is the only higher education institution in the province of Apayao. And one of the pioneer programs is the Bachelor of Science in Business Administration (BSBA) major in Marketing Management. Wherein faculty members have undergone a series of seminars and training in the development of instructional materials. With this, they faced the challenge of producing instructional materials. These instructional materials were approved by top management for use and utilized for the teaching and learning process. This endeavor was continued and became a practice of faculty members in the program. Wherein all of the professional courses have their instructional materials developed and utilized. Stipulated in Commission on Higher Education Memorandum Order 17, s. 2017 or the Policies and Standards and Guidelines of the BSBA program of section 12 "the following are the professional courses of the BSBA -Marketing Management": Marketing management and Distribution management which are offered during second year of second semester; Professional salesmanship and Marketing research which are offered third year of first semester, Advertising, Retail management and Product management which are offered third year of second semester and Pricing strategy which is offered fourth year of first semester. These courses lay the fundamental concepts that every business administration student has to know in the field of business. That is why it is also important to look into the feedback of the students concerning these instructional materials developed and utilized in the BSBA program. Thus, the need to know their evaluation of the instructional materials, particularly the

professional courses, provides insights into how BSBA students look at the instructional learning materials used for the delivery of instruction. This will address one of the recommendations for accreditation. The results may also be a basis for the enhancement of instructional materials in the future. Hence, this study.

II. Statement of the Problem

This study aimed to evaluate the instructional materials for the professional courses developed and utilized by the faculty members in the Bachelor of Science in Business Administration Major in Marketing Management program of Apayao State College, Conner, Apayao, School year, 2022-2023 and 2023-2024, respectively.

Specifically, it sought answers to the following questions:

1. What is the academic year attendance of the respondents?
2. What is the respondent's evaluation of the professional courses' instructional materials in terms of:
 - 2.1. Content;
 - 2.2. Teaching and Learning;
 - 2.3. Support; and
 - 2.4. Assessment and Feedback
3. What are the most preferred professional courses' instructional materials of the respondents?
4. What are the insights of the respondents to the professional courses' instructional materials?
5. What is the overall satisfaction of the respondents with the professional courses' instructional materials?
6. Is there a significant difference in the academic year attendance of the respondents to their evaluation as to content, teaching and learning, support and assessment, and feedback?

III. Hypothesis

The study was guided by a null hypothesis: there is no significant difference in the academic year attendance of the respondents to their evaluation as to content, teaching and learning, support and assessment, and feedback.

Conceptual Framework

Educators have been striving and doing a lot to constantly assist learners through various learning modalities in the face of the global health crisis. In the new normal, several learning modes may be explored. According to Pimentel-Tibon (2020), schools may use one or a mixture of the following modalities, depending on local health conditions, available resources, and the learners' specific environment in the school or community. Face-to-face, remote learning, blended learning, and homeschooling are all examples of this.

Blended learning modalities are those that integrate face-to-face education with any or all of the following: modular distance, online distance, and television/radio-based training. This sort of learning modality, according to Pimentel-Tibon (2020), allows schools to minimize face-to-face learning, ensure social distancing, and reduce the number of individuals outside the house at any one moment. Finally, homeschooling strives to provide learners with a high-quality basic education guided by trained parents, guardians, or tutors who have completed the necessary training in a home-based setting (Pimentel-Tibon, 2020).

Instructional Materials (IMs) are relevant elements to achieving effective delivery of instruction. Instructional materials are both print and non-print materials used to convey knowledge to learners during the learning process. As expressed by Abubakar (2020), IMs contribute to the improvement of the academic performance of learners. Thus, IMs are essential elements in the delivery of quality instruction and the achievement of learning objectives. In today's generation, quality education is continuously improved and developed through the different efforts and activities of learning institutions for the benefit of learners. The use of instructional materials is intended to increase the quality of education for students to achieve better academic results (Ajoke, 2017). Properly designed instructional materials also contribute to the increase in engagement and motivation among the learners. Also, selecting, designing, and/or using appropriate IMs are advantageous and useful in the teaching-and-learning process for both the learners and the teachers (Haruna, 2022). As cited in Ajoke (2017), the utilization of instructional resources makes teaching more successful because it allows students to actively participate in the teaching and learning process, which leads to higher accomplishment. Kochhar (2012) also asserts that instructional materials are very significant teaching and learning tools. Hence, teachers must look for necessary, relevant, and appropriate materials to complement instruction and increase student engagement. The utilization of instructional materials improves students' memory, facilitates the teaching-learning process, and increases their accumulation rate. Instructional materials also influence the attainment of student learning outcomes in schools (Muraina, 2015). Thus, the integration of appropriate IMs into different courses is necessary for the effective learning process.

Formal assessment and students' self-evaluation are both important components of the teaching and learning process, as they serve as indicators of the effective acquisition of required knowledge and help students to refine their learning techniques (Colthorpe et al., 2018). The same goes for instructional materials. To refine the materials' use for the learning process, evaluating instructional learning modules is also important. While previous studies have been undertaken to evaluate various instructional materials in different disciplines, the present study aims to contribute to

filling the knowledge gap regarding the process of evaluating instructional materials. By enabling the learners to participate in evaluating the quality of learning modules, it ensures that the instructional material covers the essential elements that greatly contribute to the acquisition of knowledge and the development of new skills among them. Understanding the views of the learners towards the instructional learning modules contributes to the enhancement of the learning contents, teaching-and-learning strategy, support mechanism, and assessment and feedback.

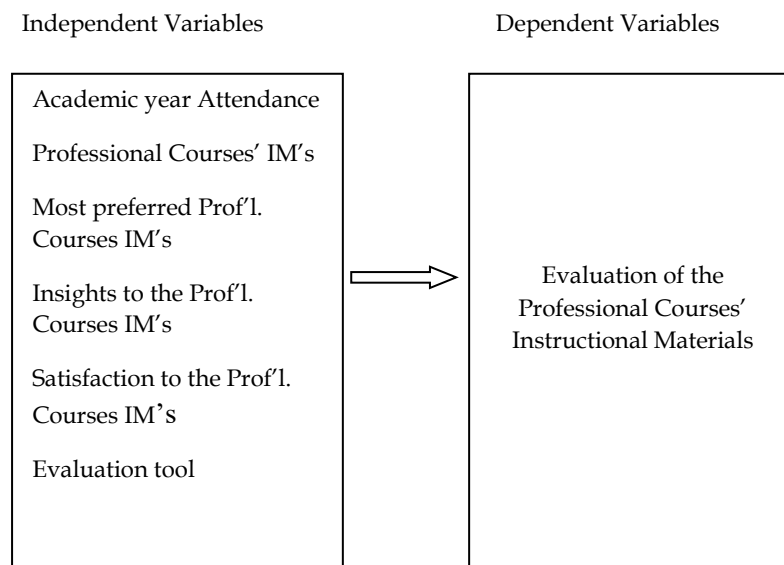


Figure 1. Research Paradigm

The study made use of the independent and dependent variables. The independent variables consisted of the professional courses' instructional materials, most preferred, insights, and satisfaction with the professional courses' instructional materials and evaluation tool. These variables could determine the evaluation of the professional courses' instructional materials, which were the dependent variables.

IV. REVIEW OF RELATED LITERATURE

Amos et. al (2022) concluded that a good presentation of a lesson has a substantial impact on teaching and learning situations, as well as the vast amount of information available to students, to supplement their instruction and the principles for appropriate use of instructional materials.

Balderas, A. (2016) on the characteristics of the module he stressed that learning modules are the progeny of two reform movements in education that included programmed learning and mastery learning. Mastery learning plans contain the major features of the present-day modules, such as educational objectives that are specified. Instruction was organized into learning units. Diagnostic progress tests were administered after each unit. Mastery of one unit was required before the learner was allowed to proceed to the next module or unit. She said that modules should be self-contained, self-paced, short and well defined, adequately motivating, properly sequenced, providing opportunities for interaction with learners, clearly written with the correct language, accurate, not in conflict with other subject matter and values, and utilizing every opportunity to achieve learning outcomes.

Cagomoc, R. (2022) revealed that self-learning modules create an effective learning environment for the learners to learn. These contain the answers to all possible queries, confusions, and questions that may come to the mind of the learner at the time of learning. These also provide immediate feedback on the performance of the students. These also help to maintain a high-interest level and sufficient motivation for the learners, enriching their features such as Self-explanatory, Self-contained, Self-directed, Self-motivating, and Self-evaluating, which help to cater to the needs of all types of learners.

Dechavez, M. (2023) showed that students' evaluation of the instructional module in terms of format and content was "good." Results further implied that more improvements should be made in the format and content to enhance its usability, comprehensiveness, and totality.

Duraippah, K. et. al (2021) showed that they aspire to create instructional materials and incorporate higher-order thinking skills into the daily teaching and learning. Higher-order thinking skills are elements that incorporate creativity skills, communication skills, collaboration skills, and critical thinking skills. The right pedagogy and development of higher-order thinking skills together can develop a culture of thinking and facilitate students to develop advanced ideas and imagination, while enhancing students' abilities to analyse and evaluate information by working collaboratively to create new knowledge and solutions.

Espiritu, J. & Ogerio, L. (2020) revealed that the crafted learning materials were acceptable in terms of readability, content, computerization, diversity of learners, and presentation, but still need to improve in terms of contextualization.

Fidalgo, P. et. al (2017) revealed inconsistencies between the students' stated preferences and how students accessed some of the instructional material.

Hamora, L. et. al (2022) revealed that the faculty-prepared instructional modules were acceptable and satisfactory to the students. Besides, the students' evaluation of the instructional modules was positively related to their level of satisfaction. Still, the students recommended that a review of the modules be done before sending the modules; a more extended time allotment is considered, and sufficient concrete examples are given in the modules. With this, the faculty concerned are encouraged to review the phases involved in the design, development, and distribution of the instructional modules to make them highly acceptable and very satisfactory to the students while maintaining the quality of both the content and aesthetics of the learning materials.

Larawan, L. A. (2013) pointed out that instructional materials are acceptable as a learning intervention. The evaluation paves the way to develop a self-learning kit suited to the idiosyncrasies of unique learners.

Reiser, B. (2013) cited that for them to develop an understanding of subject matter requires that teachers need to know what students already understand and believe about the world. These prior conceptions serve as foundations for building new understandings. Teachers can only use students' prior knowledge if they know what it is. Contextualization activities help relate the ideas to be learned to students' prior ideas.

Subheesh, N. P. & Sethy, S. S. (2020) mentioned that assessment and feedback are indispensable components for the teaching-learning processes.

Umar, H. (2019) revealed that students who were taught with instructional materials performed significantly better than those taught without instructional materials, and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements.

Synthesis:

On the basis of the conceptual literature presented above, the researcher noted some of the findings of studies by authors as to the evaluation of instructional materials in terms of content. According to Dechavez (2023), further implied that more improvements should be made in the content to enhance its usability, comprehensiveness, and totality of the instructional material to be good and acceptable, as revealed by Espiritu & Ogerio (2020). As mentioned by (Amos et. al., 2022) that a good presentation of a lesson has a substantial impact on teaching and learning situations, as well as the vast amount of information available to students, to supplement their instruction and the principles for appropriate use of instructional materials. Meanwhile, Cagomoc (2022) revealed that self-learning modules create an effective learning environment for the learners to learn. These contain the answers to all possible queries, confusions, and questions that may come to the mind of the learner at the time of learning. The support mechanisms, as pointed out by Larawan (2013) pave the way to develop a self-learning kit suited to the idiosyncrasies of unique learners. Subheesh, & Sethy (2020) mentioned that assessment and feedback are indispensable components for the teaching-learning processes. Fidalgo et. al. (2017) revealed inconsistencies between the students' stated preferences and how students accessed some of the instructional material. And finally, the students' evaluation of the instructional modules was positively related to their level of satisfaction, as mentioned by Hamora et. al., 2022.

V. METHODOLOGY

Research Design

This study made use of the descriptive research design. It would determine the evaluation of the respondents to the professional courses' instructional materials in terms of content, teaching and learning, support and assessment, and feedback. Furthermore, it described the evaluation of the respondents as to preference, insights, and satisfaction with the professional courses' instructional materials.

Locale of the study

The study was conducted at Apayao State College, Conner Campus, Malama, Conner, Apayao.

Respondents

The respondents of the study were the thirty-seven (37) 4th year BSBA students majoring in Marketing Management enrolled in the Second Semester, Academic Years 2022-2023, with a total of nineteen (19), and 2023-2024, with a total of eighteen (18), respectively. They were selected because they had already finished the said professional courses intended for the program. Total enumeration was employed.

Data Gathering Procedure

The study sought first the approval of the concerned officials of the Apayao State College. Then, questionnaires were administered to the respondents per batch. Batch 1 was the 2022-2023 group who answered the questionnaire for half a day, and Batch 2 of 2023-2024, the other half day. Respondents were assisted by the researcher to answer the questionnaire. Finally, the data gathered were consolidated, tabulated, analyzed, and interpreted.

Research Instrument

A questionnaire was the main gathering tool in this study. It consisted of five(5) parts. Part I dealt with the academic year attendance, Part II dealt with the evaluation of instructional materials; this questionnaire was adopted in toto from the study of Olipas, C.N.P. (2023). Part III on the most preferred instructional materials, Part IV on insights, and Part V was the overall satisfaction of the respondents with the professional courses' instructional materials.

Data Analysis

Weighted mean was utilized to determine the evaluation of the respondents to the professional courses' instructional materials in terms of content, teaching and learning, support and assessment, and feedback, and the overall satisfaction was guided with a four-point Likert scale as shown below:

Range	Level of Agreement	Content	Teaching & Learning	Support	Assessment & Feedback
	Descriptive Interpretation				
3.25-4.00	Strongly agree	Very relevant	Very effective	Very strong	Very sufficient
2.50-3.24	Agree	Relevant	Effective	Strong	Sufficient
1.75-2.49	Disagree	Irrelevant	Ineffective	Weak	Insufficient
1.00-1.74	Strongly disagree	Very irrelevant	Very ineffective	Very weak	Very insufficient

Range	Level of Agreement	Level of Satisfaction
	Descriptive Interpretation	
3.25-4.00	Strongly agree	Very satisfied
2.50-3.24	Agree	Satisfied
1.75-2.49	Disagree	Dissatisfied
1.00-1.74	Strongly disagree	Very dissatisfied

T-test was utilized to determine the significant difference in the academic year attendance of the respondents to their evaluation of content, teaching and learning, support and assessment, and feedback. Furthermore, ranking was used to determine the respondents' most preferred and insights into the instructional materials.

VI. RESULTS AND DISCUSSION

The academic year attendance of the respondents was the Second Semester, Academic Years, 2022-2023 and 2023-2024, respectively.

Tables 1 to 8 below present the mean distribution of respondents in their evaluation of the professional courses' instructional materials (marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy) in terms of content. At the start of the instructional material, I received clear information and guidance on what the instructional material covered and on assessment details were evaluated with the computed highest means for the professional courses' instructional materials in (marketing management- 3.84; distribution management - 3.83; advertising - 3.80; retail management - 3.82; and pricing strategy - 3.75) and the instructional material is relevant to my course (professional salesmanship - 3.94; marketing research - 3.86; product management - 3.87; and pricing strategy - 3.75). However, the respondents agree that my understanding of the subject has increased as a result of taking this instructional material, with a computed mean for the professional courses' instructional materials in (advertising - 3.20; and pricing strategy - 3.20, respectively). The instructional material allowed me to gain skills that will aid in my employability or career advancement, which was also evaluated, agree with a computed mean for the professional course instructional material in (pricing strategy - 3.20). Overall, the respondents evaluated the professional courses' instructional materials as to contents as strongly agree with a computed overall means of 3.53 (marketing management); 3.51 (distribution management); 3.59 (professional salesmanship); 3.56 (marketing research); 3.45 (advertising); 3.49 (retail management); 3.53 (product management); and 3.44 (pricing strategy) respectively. This implies that the contents of the professional courses' instructional materials were very relevant. The contents of learning modules are significantly relevant for the effective acquisition of knowledge and the development of new skills among learners. Without reliable content, learning is not effective. Thus, content is at the heart of learning. As cited by Troop et al. (2020), there must be an interaction between the learner and content to have effective acquisition and development of new knowledge.

Table 1. Mean distribution of respondents in their evaluation of the marketing management instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.84	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.29	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.34	Strongly agree
4. The instructional material contents were up-to-date.	3.38	Strongly agree
5. The instructional material is relevant to my course.	3.80	Strongly agree
Overall Mean:	3.53	Strongly agree

Table 2. Mean distribution of respondents in their evaluation of the distribution management instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.83	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.28	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career	3.32	Strongly agree

advancement.		
4. The instructional material contents were up-to-date.	3.37	Strongly agree
5. The instructional material is relevant to my course.	3.77	Strongly agree
Overall Mean:	3.51	Strongly agree

Table 3. Mean distribution of respondents in their evaluation of the professional salesmanship instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.92	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.35	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.35	Strongly agree
4. The instructional material contents were up-to-date.	3.43	Strongly agree
5. The instructional material is relevant to my course.	3.95	Strongly agree
Overall Mean:	3.59	Strongly agree

Table 4. Mean distribution of respondents in their evaluation of the marketing research instructional material

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.85	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.29	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.24	Agree
4. The instructional material contents were up-to-date.	3.40	Strongly agree
5. The instructional material is relevant to my course.	3.86	Strongly agree
Overall Mean:	3.56	Strongly agree

Table 5. Mean distribution of respondents in their evaluation of the advertising instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear		

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.80	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.20	Agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.25	Strongly agree
4. The instructional material contents were up-to-date.	3.34	Strongly agree
5. The instructional material is relevant to my course.	3.75	Strongly agree
Overall Mean:	3.45	Strongly agree

Table 6. Mean distribution of respondents in their evaluation of the retail management instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.82	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.25	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.30	Strongly agree
4. The instructional material contents were up-to-date.	3.35	Strongly agree
5. The instructional material is relevant to my course.	3.75	Strongly agree
Overall Mean:	3.49	Strongly agree

Table 7. Mean distribution of respondents in their evaluation of the product management instructional material in terms of content

information and guidance on what the IM covered and on assessment details.	3.85	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.30	Strongly agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.25	Strongly agree
4. The instructional material contents were up-to-date.	3.40	Strongly agree
5. The instructional material is relevant to my course.	3.87	Strongly agree
Overall Mean:	3.53	Strongly agree

Table 8. Mean distribution of respondents in their evaluation of the pricing strategy instructional material in terms of content

Content	Mean	Descriptive Interpretation
1. At the start of the instructional material, I received clear information and guidance on what the IM covered and on assessment details.	3.75	Strongly agree
2. My understanding of the subject has increased as a result of taking this instructional material.	3.20	Agree
3. The instructional material allowed me to gain skills that will aid in my employability or career advancement.	3.20	Agree
4. The instructional material contents were up-to-date.	3.30	Strongly agree
5. The instructional material is relevant to my course.	3.75	Strongly agree
Overall Mean:	3.44	Strongly agree

Tables 9 to 16 below present the mean distribution of respondents in their evaluation of the professional courses' instructional materials (marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy) in terms of teaching and learning. The teaching methods in this instructional material have helped me to learn, and were evaluated with the computed highest means for the professional courses' instructional materials in (marketing management – 3.80; professional salesmanship – 3.97; advertising – 3.70; and product management – 3.87). The instructor has made the subject matter covered in the instructional material interesting (distribution management – 3.80; retail management – 3.79; and pricing strategy – 3.70). The quality of teaching in this instructional material has been good (marketing management – 3.80; marketing research – 3.85; and product management – 3.87). And the instructional material is intellectually stimulating (advertising – 3.70). Overall, the respondents evaluated the professional courses' instructional materials strongly agree with a computed overall means of 3.71 (marketing management); 3.68 (distribution management); 3.82 (professional salesmanship); 3.73 (marketing research); 3.62 (advertising); 3.66 (retail management); 3.75 (product management) and 3.58 (pricing strategy) respectively. This implies that the teaching and learning aspects of the professional courses' instructional materials were very effective. Meanwhile, the practice of delivering effective teaching and learning activities through learning modules must also be observed, for it contributes to the overall learning experiences of the students. According to Sadiq and Zamir (2014), the modular approach to teaching and learning is effective in the teaching and

learning process because it provides chances for more active student participation and self-directed learning. Also, students are allowed to learn at their own pace. Thus, having engaging teaching and learning features in a learning module is essential to contribute to the overall learning experience of students.

Table 9. Mean distribution of respondents in their evaluation of the Marketing management instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.84	Strongly agree
2. The instructor was good at explaining things.	3.35	Strongly agree
3. The instructional material is intellectually stimulating.	3.75	Strongly agree
4. The teaching methods in this instructional material have helped me to learn.	3.80	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.80	Strongly agree
Overall Mean:	3.71	Strongly agree

Table 10. Mean distribution of respondents in their evaluation of the distribution management instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.80	Strongly agree
2. The instructor was good at explaining things.	3.35	Strongly agree
3. The instructional material is intellectually stimulating.	3.72	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.79	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.75	Strongly agree
Overall Mean:	3.68	Strongly agree

Table 11. Mean distribution of respondents in their evaluation of the professional salesmanship instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional	3.92	Strongly agree

material interesting.		
2. The instructor was good at explaining things.	3.41	Strongly agree
3. The instructional material is intellectually stimulating.	3.92	Strongly agree
4. The teaching methods in this instructional material have helped me to learn.	3.97	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.86	Strongly agree
Overall Mean:	3.82	Strongly agree

Table 12. Mean distribution of respondents in their evaluation of the marketing research instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.84	Strongly agree
2. The instructor was good at explaining things.	3.35	Strongly agree
3. The instructional material is intellectually stimulating.	3.76	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.85	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.85	Strongly agree
Overall Mean:	3.73	Strongly agree

Table 13. Mean distribution of respondents in their evaluation of the advertising instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.75	Strongly agree
2. The instructor was good at explaining things.	3.30	Strongly agree
3. The instructional material is intellectually stimulating.	3.70	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.70	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.65	Strongly agree
Overall Mean:	3.62	Strongly agree

Table 14. Mean distribution of respondents in their evaluation of the retailmanagement instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.79	Strongly agree
2. The instructor was good at explaining things.	3.35	Strongly agree
3. The instructional material is intellectually stimulating.	3.70	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.75	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.72	Strongly agree
Overall Mean:	3.66	Strongly agree

Table 15. Mean distribution of respondents in their evaluation of the product management instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.86	Strongly agree
2. The instructor was good at explaining things.	3.39	Strongly agree
3. The instructional material is intellectually stimulating.	3.77	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.87	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.87	Strongly agree
Overall Mean:	3.75	Strongly agree

Table 16. Mean distribution of respondents in their evaluation of the pricing strategy instructional material in terms of teaching and learning

Teaching and Learning	Mean	Descriptive Interpretation
1. The instructor has made the subject matter covered in the instructional material interesting.	3.70	Strongly agree
2. The instructor was good at explaining things.	3.30	Strongly agree
3. The instructional material		

is intellectually stimulating.	3.65	Strongly agree
4. The teaching methods in this instructional material has helped me to learn.	3.65	Strongly agree
5. The quality of teaching in this instructional material has been good.	3.60	Strongly agree
Overall Mean:	3.58	Strongly agree

Tables 17 to 24 below present the mean distribution of respondents in their evaluation of the professional courses' instructional materials (marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy) in terms of support. The learning resources provided on the instructional material websites/links were helpful to my learning were evaluated with the computed highest means for the professional courses' instructional materials in (marketing management – 3.78; distribution management – 3.78; retail management – 3.75; and pricing strategy – 3.70). The reading list was helpful (professional salesmanship – 3.95; marketing research – 3.80; and product management – 3.85). And the instructional material is well organized (advertising – 3.70). Overall, the respondents evaluated the professional courses' instructional materials strongly agree with a computed overall means of 3.74 (marketing management); 3.71 (distribution management); 3.87 (professional salesmanship); 3.76 (marketing research); 3.65 (advertising); 3.69 (retail management); 3.79 (product management) and 3.61 (pricing strategy) respectively. This implies that the support aspect of the professional courses' instructional materials was very strong, ensuring that the instructional materials have a support mechanism that allows the students to reach out to teachers easily. Learning modules must be able to provide this feature effectively to monitor and ensure that learning takes place even if students are outside the usual face-to-face learning setup.

Table 17. Mean distribution of respondents in their evaluation of the marketing management instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.75	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.78	Strongly agree
3. The reading list was helpful.	3.74	Strongly agree
4. I have been able to contact the course instructor when I needed to.	3.73	Strongly agree
5. I have received sufficient advice and guidance concerning the instructional material.	3.68	Strongly agree
Overall Mean:	3.74	Strongly agree

Table 18. Mean distribution of respondents in their evaluation of the distribution management instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.75	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.78	Strongly agree
3. The reading list was helpful.	3.70	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.68	Strongly agree

5. I have received sufficient advice and guidance concerning the instructional material.	3.65	Strongly agree
Overall Mean:	3.71	Strongly agree

Table 19. Mean distribution of respondents in their evaluation of the professional salesmanship instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.89	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.89	Strongly agree
3. The reading list was helpful.	3.95	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.84	Strongly agree
5. I have received sufficient advice and guidance concerning the instructional material.	3.75	Strongly agree
Overall Mean:	3.87	Strongly agree

Table 20. Mean distribution of respondents in their evaluation of the marketing research instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.79	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.75	Strongly agree
3. The reading list was helpful.	3.80	Strongly agree
4. I have been able to contact the course instructor when I needed to.	3.75	Strongly agree
5. I have received sufficient advice and guidance concerning the instructional material.	3.70	Strongly agree
Overall Mean:	3.76	Strongly agree

Table 21. Mean distribution of respondents in their evaluation of the advertising instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.70	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.73	Strongly agree
3. The reading list was helpful.	3.65	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.60	Strongly agree
5. I have received sufficient advice and		

guidance concerning the instructional material.	3.55	Strongly agree
Overall Mean:	3.65	Strongly agree

Table 22. Mean distribution of respondents in their evaluation of the retail management instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.72	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.75	Strongly agree
3. The reading list was helpful.	3.68	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.65	Strongly agree
5. I have received sufficient advice and guidance concerning the instructional material.	3.65	Strongly agree
Overall Mean:	3.69	Strongly agree

Table 23. Mean distribution of respondents in their evaluation of the product management instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.79	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.79	Strongly agree
3. The reading list was helpful.	3.85	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.75	Strongly agree
5. I have received sufficient advice and guidance concerning the instructional material.	3.75	Strongly agree
Overall Mean:	3.79	Strongly agree

Table 24. Mean distribution of respondents in their evaluation of the pricing strategy instructional material in terms of support

Support	Mean	Descriptive Interpretation
1. The instructional material is well organized.	3.65	Strongly agree
2. The learning resources provided on the instructional material websites/links were helpful to my learning.	3.70	Strongly agree
3. The reading list was helpful.	3.60	Strongly agree
4. I have been able to contact the course instructor when I needed to	3.60	Strongly agree

5. I have received sufficient advice and guidance concerning the instructional material.	3.50	Strongly agree
Overall Mean:	3.61	Strongly agree

Tables 25 to 32 below present the mean distribution of respondents in their evaluation of the professional courses' instructional materials (marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy) in terms of assessment and feedback. Feedback throughout the instructional material has helped me to develop and improve my learning were evaluated with the computed highest means for the professional courses' instructional materials in (marketing management- 3.75; professional salesmanship - 3.86; marketing research - 3.77; advertising - 3.70; retail management - 3.70; product management - 3.80 and pricing strategy - 3.70) and the balance between teaching and independent learning was appropriate (distribution management - 3.70). However, the respondents agree that the instructional material prepared me well for the assessment tasks, with a computed means for the professional courses' instructional materials in (marketing management - 3.20; distribution management - 3.15; advertising - 3.15; retail management - 3.15; and pricing strategy - 3.15, respectively). The assessment tasks and associated marking criteria were made available in good time, were also evaluated agree with a computed mean for the professional course instructional material in (pricing strategy - 3.20). Overall, the respondents evaluated the professional courses' instructional materials strongly agree with a computed overall means of 3.46 (marketing management); 3.43 (distribution management); 3.57 (professional salesmanship); 3.48 (marketing research); 3.45 (advertising); 3.41 (retail management); 3.51 (product management) and 3.36 (pricing strategy) respectively. This implies that the assessment and feedback mechanisms of the professional courses' instructional materials were sufficient. Assessment and feedback play an essential role in measuring the amount of learning among the students. Learning modules must provide different ways to assess the learners. Authentic assessments are necessary. Also, formative and summative assessments must be included to holistically measure the knowledge of the students.

Table 25. Mean distribution of respondents in their evaluation of the marketing management instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.30	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.34	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.72	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.20	Agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.75	Strongly agree
Overall Mean:	3.46	Strongly agree

Table 26. Mean distribution of respondents in their evaluation of the distribution management instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.30	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.30	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.70	Strongly agree
4. The instructional material prepared me		

well for the assessment tasks.	3.15	Agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.71	Strongly agree
Overall Mean:	3.43	Strongly agree

Table 27. Mean distribution of respondents in their evaluation of the professional salesmanship instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.41	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.43	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.81	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.35	Strongly agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.86	Strongly agree
Overall Mean:	3.57	Strongly agree

Table 28. Mean distribution of respondents in their evaluation of the marketing research instructional material in terms of assessment and feedback

Table 29. Mean distribution of respondents in their evaluation of the advertising instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.30	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.35	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.74	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.25	Strongly agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.77	Strongly agree
Overall Mean:	3.48	Strongly agree

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.25	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.26	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.55	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.15	Agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.70	Strongly agree
Overall Mean:	3.38	Strongly agree

Table 30. Mean distribution of respondents in their evaluation of the retail management instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.29	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.28	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.65	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.15	Agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.70	Strongly agree
Overall Mean:	3.41	Strongly agree

Table 31. Mean distribution of respondents in their evaluation of the product management instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.35	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.36	Strongly agree
3. The balance between teaching and independent learning was appropriate.	3.75	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.29	Strongly agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.80	Strongly agree
Overall Mean:	3.51	Strongly agree

Table 32. Mean distribution of respondents in their evaluation of the pricing strategy instructional material in terms of assessment and feedback

Assessment and Feedback	Mean	Descriptive Interpretation
1. The assessment requirements and marking criteria were clear.	3.25	Strongly agree
2. The assessment tasks and associated marking criteria were made available in good time.	3.20	Agree
3. The balance between teaching and independent learning was appropriate.	3.50	Strongly agree
4. The instructional material prepared me well for the assessment tasks.	3.15	Agree
5. Feedback throughout the instructional material has helped me to develop and improve my learning.	3.70	Strongly agree
Overall Mean:	3.36	Strongly agree

Tables 33 to 40 below present the summary evaluation of the professional courses' instructional materials (marketing management, distribution management, professional salesmanship, marketing research, advertising, retail management, product management, and pricing strategy). Professional salesmanship got the highest computed average mean of 3.71, with a descriptive interpretation of strongly agree, followed by product management with 3.65, strongly agree. Next is marketing research 3.63, strongly agree; marketing management 3.61, strongly agree; distribution management 3.58, strongly agree; retail management 3.56, strongly agree; advertising 3.53, strongly agree, and pricing strategy 3.50, strongly agree. This implies that the professional courses' instructional materials were found to be very good, as reflected in their average means. Moreover, factors such as content, teaching and learning, support and assessment, and feedback were consistently evaluated very high, as reflected too in their computed overall means.

Table 33. Summary Evaluation of the marketing management instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.53	Strongly agree
Teaching and Learning	3.71	Strongly agree
Support	3.74	Strongly agree
Assessment and Feedback	3.46	Strongly agree
Average mean:	3.61	Strongly agree

Table 34. Summary Evaluation of the distribution management instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.51	Strongly agree
Teaching and Learning	3.68	Strongly agree
Support	3.71	Strongly agree
Assessment and Feedback	3.43	Strongly agree
Average mean:	3.58	Strongly agree

Table 35. Summary Evaluation of the professional salesmanship instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.59	Strongly agree
Teaching and Learning	3.82	Strongly agree
Support	3.87	Strongly agree
Assessment and Feedback	3.57	Strongly agree
Average mean:	3.71	Strongly agree

Table 36. Summary Evaluation of the marketing research instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.56	Strongly agree
Teaching and Learning	3.73	Strongly agree
Support	3.76	Strongly agree
Assessment and Feedback	3.48	Strongly agree
Average mean:	3.63	Strongly agree

Table 37. Summary Evaluation of the advertising instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.45	Strongly agree
Teaching and Learning	3.62	Strongly agree
Support	3.65	Strongly agree
Assessment and Feedback	3.38	Strongly agree
Average mean:	3.53	Strongly agree

Table 38. Summary Evaluation of the retail management instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.49	Strongly agree
Teaching and Learning	3.66	Strongly agree
Support	3.69	Strongly agree
Assessment and Feedback	3.41	Strongly agree
Average mean:	3.56	Strongly agree

Table 39. Summary Evaluation of the product management instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.53	Strongly agree
Teaching and Learning	3.75	Strongly agree
Support	3.79	Strongly agree
Assessment and Feedback	3.51	Strongly agree
Average mean:	3.65	Strongly agree

Table 40. Summary Evaluation of the pricing strategy instructional material

Factors	Overall Mean	Descriptive Interpretation
Content	3.44	Strongly agree
Teaching and Learning	3.58	Strongly agree
Support	3.61	Strongly agree
Assessment and Feedback	3.36	Strongly agree
Average mean:	3.50	Strongly agree

Table 41 below presents the distribution of respondents according to their preferred professional courses' instructional materials. Rank 1st is the instructional material of professional salesmanship, followed by product management, then marketing research, marketing management, and distribution management. Ranks 6, 7, and 8 are retail management, advertising, and pricing strategy, respectively. These results validated the evaluation of the respondents too to the different factors in terms of content, teaching and learning, support and assessment, and feedback as reflected in the summary tables 33-40 with an average mean as basis.

Table 41. Distribution of respondents according to their most preferred professional courses' instructional materials

Professional Courses' Instructional Materials	Ave.	Rank
Marketing management	3.8	4 th
Distribution management	4.9	5 th
Professional salesmanship	1.6	1 st
Marketing research	3.5	3 rd
Advertising	6.7	7 th
Retail management	5.8	6 th
Product management	2.8	2 nd
Pricing strategy	6.8	8 th

Table 42 below presents the distribution of respondents according to their insights about the professional courses' instructional materials. All of the instructional materials complement the discussion of the lesson and make learning more fun, and assessment tasks can be performed easily, ranking 1st with a frequency of 37. Followed by the contents of the instructional materials (marketing management, distribution management, professional salesmanship, marketing research, and product management) are relevant to the course, easy to understand, and useful for the course, with a frequency of 35. Next is the contents of the instructional materials (marketing management, distribution management, professional salesmanship, marketing research, and product management) are challenging yet fun, save money, allow the acquisition of new knowledge and develop new skills, and help improve students' time management with a frequency of 33. Then, sometimes I struggle in the lesson because of a lower interest in reading the instructional materials, particularly in advertising, retail management, and pricing strategy, with a frequency of 29. And finally, the contents of the instructional materials (marketing management, distribution management, professional salesmanship, marketing research, and product management) are complete, informative, interesting, organized, and detailed, with a frequency of 28. This implies that the majority of the respondents have both positive and negative insights about the professional courses' instructional materials. However, respondents look forward to the instructional materials that may help them improve their interest in reading learning materials. This opens new opportunities in the future to make the learning materials engaging for students with a low interest in reading learning materials.

Table 42. Distribution of respondents according to their insights about professional courses' instructional materials

Responses	F	Rank
The contents of the instructional materials (marketing management, distribution management, professional salesmanship, marketing research, and product management) are complete, informative, interesting, organized, and detailed.	28	5 th
The contents of the instructional materials (marketing management, distribution management, professional salesmanship, marketing research, and product management) are relevant to the course, easy to understand, and useful for the course.	35	2 nd
The contents of the instructional materials		

(marketing management, distribution management, professional salesmanship, marketing research, and product management) are challenging yet fun, save money, allow the acquisition of new knowledge and develop new skills, and help improve students' time management.	33	3 rd
The instructional materials (marketing management, distribution management, professional salesmanship, marketing research and product management, advertising, retail management, and pricing strategy) complement the discussion of the lesson and make learning more fun, and assessment tasks can be performed easily.	37	1 st
Sometimes I struggle in the lesson because of a lower interest in reading the instructional materials, particularly in advertising, retail management, and pricing strategy.	29	4 th

Table 43 below presents the mean distribution of respondents in their overall satisfaction with the professional courses' instructional materials. The respondents strongly agree with the quality of the instructional materials as reflected in the computed mean of 3.51. This implies that they were very satisfied with the content, teaching and learning, support, and assessment and feedback mechanisms of the learning modules. This result suggests that respondents have acquired significant and essential knowledge related to and beneficial to their course through the instructional materials. The study by Rojabalee and Santally (2020) shows that there is a positive correlation between satisfaction and engagement, and a weak but positive correlation between satisfaction and engagement with the student's overall performance. The overall satisfaction of the students in the learning modules assessed in this study may have contributed to their academic performance. Thus, it is essential to conduct an assessment of developed learning modules to check and see how this could impact the acquisition of new learning, the development of new skills, and the enhancement of prior knowledge among the learners.

Table 43. Mean distribution of respondents in their overall satisfaction with the professional courses' instructional materials

	Mean	Descriptive Interpretation
Overall, I am satisfied with the quality of the instructional materials.	3.51	Strongly agree

Table 44 compares the evaluation of instructional materials across four domains (Content, Teaching and Learning, Support and Assessment, and Feedback) between the second semesters of two consecutive academic years (2022-2023 and 2023-2024). The data provided includes mean scores, standard deviations (SD), t-values, and p-values for each domain. Results show that the mean scores for both semesters are very close. The t-values and p-values are contents ($t=0.11$ and $p=0.913$), teaching and learning ($t=-0.48$, $p=0.632$), support and assessment ($t=0.95$, $p=0.350$), and feedback ($t=0.80$, $p=0.428$). The mean difference is very low, and the p-value is greater than the 0.05 level of significance indicating that there are no significant differences in the respondents' evaluations of the professional courses' instructional materials between the last semester of the previous academic year (2022-2023) and the last semester of the current academic year (2023-2024). This implies that the instructional materials have been perceived consistently by the respondents across the two periods. The lack of significant differences across all domains suggests that the instructional materials have maintained a consistent quality over the two semesters. The stable evaluations may indicate that the course design, including content, teaching methods, support systems, and feedback mechanisms, is effectively meeting student needs. This consistency could be a sign that the instructional materials are well-aligned with learning objectives and student expectations. The consistent evaluations could imply a level of student satisfaction with the instructional materials.

Table 44. Significant difference from the last semester and academic year attendance of the respondents in their evaluation of the professional courses' instructional materials in terms of content, teaching, learning, support and assessment, and feedback.

Domain	Mean	SD	t-value	p-value	Specification
Evaluation of Instructional Materials in terms of Content					
2022-2023 (2 nd Sem)	3.60	0.33	0.11	0.913	Not Significant
2023-2024 (2 nd Sem)	3.59	0.28			
Evaluation of Instructional Materials in terms of Teaching and Learning					
2022-2023 (2 nd Sem)	3.80	0.27	-0.48	0.632	Not Significant
2023-2024 (2 nd Sem)	3.83	0.12			
Evaluation of Instructional Materials in terms of Support and Assessment					
2022-2023 (2 nd Sem)	3.83	0.31	-0.95	0.350	Not Significant
2023-2024 (2 nd Sem)	3.91	0.17			
Evaluation of Instructional Materials in terms of Feedback					
2022-2023 (2 nd Sem)	3.61	0.34	0.80	0.428	Not Significant
2023-2024 (2 nd Sem)	3.63	0.24			

VII. CONCLUSION

Based on the findings of the study, it can be concluded that the evaluation of professional courses' instructional materials of their contents was very relevant, the teaching and learning were very effective, with very strong support, and assessment and feedback were very sufficient. Overall, the respondents were very satisfied with the professional courses' instructional materials.

It is suggested that the faculty members may encourage to review and revise the contents of instructional materials in marketing research, advertising, retail management, and pricing strategy instructional materials to incorporate more examples and activities for the students to understand the lesson well and allow them to gain skills that will aid in their employability or career advancement; Faculty members may consider to also review and revise the assessment and feedback of instructional materials in marketing management, distribution management, advertising, retail management, and pricing strategy to incorporate authentic and doable assessment tasks that are available in good time;. Faculty members may look into how advertising, retail management, and pricing strategy instructional materials to address one of the insights, that is, some students struggle because of a lower interest in reading.

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