

# Family and Consumer Sciences Module on Students' Motivation and Performance in TLE

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**Abstract**—The purpose of this study was to determine whether the proposed Family and Consumer Sciences (FCS) module is effective in Technology and Livelihood Education (TLE) in the Cabuyao Integrated National High School as to written and practical tests. Specifically, the research aimed to find out and conduct the level of acceptability on the parts of the Family and Consumer Sciences module, and on the level of assessment on the characteristics of the Family and Consumer Sciences module. It is also assessed the level of student's motivation and performance of the students while using the Family and Consumer Sciences module. Furthermore, it also determined the level of learners' performance in terms of written and actual tests. Lastly, the significant relationship of the module on student's motivation as well as its effect on performance were evaluated. This study employed a descriptive–correlational quantitative research design to determine the effectiveness of learning modules in Technology and Livelihood Education (TLE) – Family and Consumer Sciences (FCS) among Grade 8 students at Cabuyao Integrated National High School. A researcher made questionnaire was used in gathering the data. The following were the findings of the study; the level of assessment on the parts of the Family and Consumer Sciences module in terms of objectives, introduction, development, activities, assessment and reflection were all acceptable. level of assessment on the characteristics of the Family and Consumer Sciences module in terms of accessibility, relevance, organization and variety are highly acceptable. The level of learners' performance in terms of written and actual tests are extremely acceptable. The parts of the module in terms objectives, introduction, development, activities, assessment and reflection has no significant effect. The characteristics of a module in terms of accessibility, relevance, organization and variety also shows no significant effect on the student's performance. Therefore, the hypothesis of the study was supported. This means that it is recommended that the school in which the researcher is employed may request the administrators to the said module in Technology and Livelihood Education – Family and Consumer Sciences (TLE - FCS) as a centralized one for the whole school's system. Overall, the study demonstrates that the Family and Consumer Sciences module is a valuable instructional material that can enhance student's motivation and academic performance in the learning process. Furthermore, TLE teachers may develop additional instructional materials based on the needs and interests of the students, and they are encouraged to attend seminars and workshops to acquire new knowledge and improve their skills in developing effective instructional materials.

**Keywords**— Family and Consumer Sciences module, Technology and Livelihood Education, Student's motivation, academic performance, descriptive-correlational research, instructional materials.

## I. INTRODUCTION

Instruction in Technology and Livelihood Education (TLE) needs diverse instructional materials that can effectively treat

both theoretical and practical aspects. Being a competency-based subject, TLE, especially Family and Consumer Sciences (FCS), includes competencies in handicraft, dressmaking, and beauty care, which need step-by-step instruction, guided practice, and stable learning resources. Instructional materials should be crafted to engage the learners and offer explicit guidance even outside classroom contexts to guarantee mastery of such competencies.

Module is among the most commonly utilized teaching resources in recent times. Modules in TLE–FCS are critical tools used to ensure learning continuity, providing well-designed lessons and activities that support students in carrying out skill-based tasks independently. Yet, issues like the lack of direct supervision by teachers and minimal opportunities for immediate feedback might influence how well students can learn from these modules (Sugiar et al., 2024).

Student motivation also contributes to whether or not the students will be able to respond to modules (Delita et al., 2022). Motivation causes persistence, effort, and interest in meeting goals, which is very important in topics like TLE–FCS that have to be constantly practiced. In modular learning, motivation would be determined by the clarity of instructions, the relevance of activities, and the opportunity for creativity and application. Learners who are whereas learners who are low in motivation will likely have trouble completing tasks and reaching competencies.

Student performance indicates the degree to which students achieve the anticipated competencies in Technology and Livelihood Education (TLE) –Family and Consumer Sciences (FCS). This entails their capacity to use skills in making handicrafts, sewing clothes, and performing beauty care treatments (Dimaunahan & Panoy, 2021). As much as offline modules are intended to furnish ordered guidance for such performance, practice monitoring and feedback mechanisms may limit students from achieving maximum potential. It is therefore requisite to quantify performance outcomes and incorporate modules so that one can measure their effectiveness.

Modules give the framework, motivation generates engagement, and performance shows learning results. This research thus attempts to investigate the impact of offline modules on the motivation and performance of students in Technology and Livelihood Education – Family and Consumer Sciences (TLE 8–FCS), towards informing the improvement of instructional materials and the facilitation of better student learning experiences in skill-based education.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the module in TLE 8–FCS on students’ motivation and academic performance.

Specifically, it sought to answer the following questions:

1. What is the level of assessment on the parts of the Family and Consumer Sciences module in terms of:
  - 1.1 Objectives;
  - 1.2 introduction;
  - 1.3 development;
  - 1.4 activities;
  - 1.5 assessment; and
  - 1.6 reflection?
2. What is the level of assessment on the characteristics of the Family and Consumer Sciences module in terms of:
  - 2.1 Accessibility;
  - 2.2 relevance;
  - 2.3 organization; and
  - 2.4 variety?
3. What is the level of student's motivation in terms of:
  - 3.1 Intrinsic; and
  - 3.2 extrinsic?
4. What is the level of learners’ performance in terms of?
  - 4.1 Written test; and
  - 4.2 actual test?
5. Does the use of Family and Consumer Sciences module significantly correlate on the student’s motivation?
6. Does the use of Family and Consumer Sciences module significantly affect student’s performance?

II. METHODOLOGY

This study employed a descriptive–correlational quantitative research design to determine the effectiveness of learning modules in Technology and Livelihood Education (TLE) – Family and Consumer Sciences (FCS) among Grade 8 students at Cabuyao Integrated National High School. A researcher made questionnaire was used in gathering the data.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine the effect of the Family and Consumer Sciences Module on Student’s Motivation and Performance in TLE. The following data were given during the third quarter in the Cabuyao Integrated National High School during the school year 2025 – 2026.

Level of Assessment on the Parts of the Family and Consumer Sciences Module

In this study, level of assessment on the parts of the family and consumer sciences module was described in terms of objectives, introduction, development, activities, assessment and reflection and was determined by the mean and standard deviation.

Table 1 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of objectives. It shows how the respondents evaluated the clarity,

measurability, and relevance of the objectives provided in the module. The results reflect how effectively the objectives guide learners in understanding the intended learning outcomes.

As presented, the respondents strongly agree that the objectives of the developed module are clearly stated, specific and easy to understand, aligned with the lesson content, realistic and achievable within the given activities and guide them on what they are expected to learn after completing the lesson.

The level of assessment on the parts of the Family and Consumer Sciences module in terms of objectives attained the overall weighted mean of 4.73 with a standard deviation of 0.52, verbally interpreted as Extremely Acceptable. This indicates that the material's objectives were very much acceptable among learners.

Table 1. Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Objectives

STATEMENT	Mean	SD	Remarks
The objectives of the developed module are...			
...clearly stated.	4.78	0.47	Strongly Agree
...specific and easy to understand.	4.67	0.51	Strongly Agree
...aligned with the lesson content.	4.71	0.48	Strongly Agree
...realistic and achievable within the given activities.	4.69	0.50	Strongly Agree
...guide me on what I am expected to learn after completing the lesson.	4.82	0.42	Strongly Agree
Weighted Mean	4.73		
SD	0.52		
Verbal Interpretation			Extremely Acceptable

In summary, the results indicate that the objectives of the module met the standards of being clear, alignment to lesson content, realistic and achievable which enables learners to acquire the desired knowledge and skills.

Table 2 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of introduction.

Table 2. Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Introduction

STATEMENT	Mean	SD	Remarks
The introduction includes in the module...			
...captures my attention and interest on the lesson.	4.78	0.43	Strongly Agree
... provides background information that connects to real life experiences.	4.73	0.50	Strongly Agree
...links a new concept to my prior knowledge.	4.80	0.43	Strongly Agree
...sets a clear context for the lesson topic.	4.74	0.44	Strongly Agree
...motivates me to continue exploring the lesson.	4.79	0.42	Strongly Agree
Weighted Mean	4.77		
SD	0.48		
Verbal Interpretation			Extremely Acceptable

As presented, the respondents strongly agree that the introduction of the developed module captures attention and interest in the lesson. It also provides background information that connects to real life experiences and links a new concept to prior knowledge. Likewise, it sets a clear context for the lesson topic and motivates learners to continue exploring the lesson.

The level of assessment on the parts of the Family and Consumer Sciences module in terms of introduction attained the overall weighted mean of 4.77 with a standard deviation of 0.48, verbally interpreted as Extremely Acceptable. This indicates that the module was very highly introduced among learners.

In summary, the results indicate that the introduction of the module attracts learners' attention which makes them interested in the lesson. The connection with life experiences and learners' prior knowledge motivates them to explore the content of the lesson.

**Table 3.** Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Development

STATEMENT	Mean	SD	Remarks
The development contains in the module...			
...explains concepts clearly and simply.	4.65	0.51	Strongly Agree
...has examples that are relevant and easy to relate to.	4.74	0.48	Strongly Agree
...are arranged logically from simple to complex.	4.69	0.58	Strongly Agree
...Visuals (charts, pictures, diagrams) in the development aid my understanding.	4.63	0.56	Strongly Agree
...The development part helps me build new knowledge step by step.	4.70	0.54	Strongly Agree
Weighted Mean	4.68		
SD	0.57		
Verbal Interpretation			Extremely Acceptable

Table 3 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of development.

As presented, the respondents strongly agree that the development contained in the module explains concepts clearly and simply. The module has examples that are relevant and easy to relate to and that are arranged logically from simple to complex. The visuals (charts, pictures, diagrams) in the development aid learners' understanding. The development part also helps learners build new knowledge step by step.

The level of assessment on the parts of the Family and Consumer Sciences module in terms of development attained the overall weighted mean of 4.68 with a standard deviation of 0.57, verbally interpreted as Extremely Acceptable. This indicates that the module was developed with a very high level of acceptability.

Table 4 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of activities.

As presented, the respondents strongly agree that the activity involved in the module allows them to apply what they have learned from the lesson. Activities are challenging but manageable which encourages critical thinking and problem solving. The instructions for the activities are clear

and easy to follow. It also helps learners to connect learning to real-life situations.

**Table 4.** Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Activities

STATEMENT	Mean	SD	Remarks
The activity involves in the module...			
...allows me to apply what I have learned from the lesson.	4.31	0.65	Strongly Agree
...are challenging but manageable.	4.74	0.44	Strongly Agree
...encourages critical thinking and problem solving.	4.49	0.67	Strongly Agree
...has instructions for the activities are clear and easy to follow.	4.40	0.72	Strongly Agree
... helps me connect learning to real-life situations.	4.51	0.67	Strongly Agree
Weighted Mean	4.51		
SD	0.68		
Verbal Interpretation			Extremely Acceptable

The level of assessment on the parts of the Family and Consumer Sciences module in terms of activities attained the overall weighted mean of 4.51 with a standard deviation of 0.68, verbally interpreted as Extremely Acceptable. This indicates that the activities in the module were manifested to have a very high level of acceptability.

In summary, the results indicate that the challenging yet manageable activities in the module encourages critical thinking and problem solving and enables learners to connect learning to real-life situations.

**Table 5.** Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Assessment

STATEMENT	Mean	SD	Remarks
The assessment includes in the module...			
...has tasks that measure my understanding of the lesson.	4.52	0.58	Strongly Agree
...has questions that reflect what was taught in the module.	4.50	0.57	Strongly Agree
... helps me identify areas I need to improve on.	4.59	0.59	Strongly Agree
...enhances my confidence in answering tests.	4.60	0.56	Strongly Agree
...serves as clear feedback for my progress.	4.50	0.59	Strongly Agree
Weighted Mean	4.55		
SD	0.60		
Verbal Interpretation			Extremely Acceptable

Table 5 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of assessment.

As presented, the respondents strongly agree that the assessment included in the module has tasks that measure their understanding of the lesson, and questions that reflect what was taught in the module. The assessment also helps learners to identify areas they need to improve on. Similarly, it enhances their confidence in answering tests and serves as clear feedback for their progress.

The level of assessment on the parts of the Family and Consumer Sciences module in terms of assessment attained

the overall weighted mean of 4.55 with a standard deviation of 0.60, verbally interpreted as Extremely Acceptable. This indicates that the assessments in the module has a very high level of acceptability. This suggests that the assessment tasks are appropriate, well-constructed, and aligned with the learning competencies of the module. It further implies that learners find the assessments meaningful and manageable, which supports effective evaluation of their learning progress. In summary, the results indicate that the assessments included in the module effectively measure learners' understanding and help them identify areas for improvement which in turn boosts their confidence in accomplishing assessment tasks.

Table 6 presents the level of assessment on the parts of the Family and Consumer Sciences module in terms of reflection.

**Table 6.** Level of Assessment on the Parts of the Family and Consumer Sciences Module in terms of Reflection

STATEMENT	Mean	SD	Remarks
<b>The reflection encompasses in the module...</b>			
...encourages me to think about what I learned.	4.47	0.66	Strongly Agree
...helps me evaluate my strengths and weaknesses.	4.59	0.63	Strongly Agree
... guides me in relating lessons to my personal experiences.	4.45	0.63	Strongly Agree
...motivates me to improve my study habits.	4.64	0.53	Strongly Agree
...promotes deeper understanding of the lesson.	4.46	0.63	Strongly Agree
Weighted Mean	4.52		
SD	0.64		
Verbal Interpretation			Extremely Acceptable

As presented, the respondents strongly agree that the reflection encompasses in the module encourages them to think about what they learned. It also helps them evaluate their strengths and weaknesses and guides them in relating lessons to with personal experiences. Reflections motivate learners to improve their study habits and promotes deeper understanding of the lesson.

The level of assessment on the parts of the Family and Consumer Sciences module in terms of reflection attained the overall weighted mean of 4.52 with a standard deviation of 0.64, verbally interpreted as Extremely Acceptable. This indicates that the reflections in the module has a very high level of acceptability.

*Level of Assessment on the Characteristics of the Family and Consumer Sciences Module*

In this study, the Level of Assessment on the Characteristics of the Family and Consumer Sciences Module was described in terms of accessibility, relevance, organization and variety and was determined by the mean and standard deviation.

Table 7 presents the level of assessment on the characteristics of the Family and Consumer Sciences Module in terms of accessibility.

As presented, the respondents strongly agree that the module is easy to use even without internet connection. The print and layout are clear and readable and the module can be

used anytime and anywhere. The length of the lessons is manageable and that the module requires minimal resources to accomplish tasks.

**Table 7.** Level of Assessment on the Characteristics of the Family and Consumer Sciences Module in terms of Accessibility

STATEMENT	Mean	SD	Remarks
...The module is easy to use even without internet connection.	4.32	0.63	Strongly Agree
...The print and layout are clear and readable.	4.39	0.70	Strongly Agree
...The module can be used anytime and anywhere.	4.36	0.71	Strongly Agree
...The length of the lessons is manageable.	4.59	0.56	Strongly Agree
...The module requires minimal resources to accomplish tasks.	4.23	0.69	Strongly Agree
Weighted Mean	4.52		
SD	0.64		
Verbal Interpretation			Extremely Acceptable

The level of assessment on the characteristics of the Family and Consumer Sciences module in terms of accessibility attained the overall weighted mean of 4.52 with a standard deviation of 0.64, verbally interpreted as Extremely Acceptable. This indicates that the module is very highly accessible to users.

**Table 8.** Level of Assessment on the Characteristics of the Family and Consumer Sciences Module in terms of Relevance

STATEMENT	Mean	SD	Remarks
...The content is applicable to real-life situations.	4.29	0.64	Strongly Agree
...The lessons reflect issues and examples familiar to me.	4.70	0.46	Strongly Agree
...The content is interesting and holds my attention.	4.45	0.67	Strongly Agree
...The content encourages me to think critically.	4.36	0.73	Strongly Agree
...The lessons are meaningful and worth learning.	4.46	0.69	Strongly Agree
Weighted Mean	4.48		
SD	0.68		
Verbal Interpretation			Extremely Acceptable

Table 8 presents the level of assessment on the characteristics of the Family and Consumer Sciences Module in terms of relevance.

As presented, the respondents strongly agree that the content is applicable to real-life situations and it reflect issues and examples familiar to them. The content is interesting and holds their attention. It also encourages learners to think critically. To add, the lessons are meaningful and worth learning

The level of assessment on the characteristics of the Family and Consumer Sciences module in terms of relevance attained the overall weighted mean of 4.48 with a standard deviation of 0.68, verbally interpreted as Extremely Acceptable. This indicates that the content of module is very highly relevant and appropriate for learners' needs.

In summary, the results indicate that relevant content of the module captures learners' interest and reflect on familiar

issues and examples. It also encourages learners to be critical thinkers and learn meaningfully.

**Table 9.** Level of Assessment on the Characteristics of the Family and Consumer Sciences Module in terms of Organization

STATEMENT	Mean	SD	Remarks
...The sequence of lessons is logically and easy to follow.	4.47	0.61	Strongly Agree
... Headings and sub headings make the content easier to navigate.	4.76	0.43	Strongly Agree
...The module follows a consistent format in all lessons.	4.49	0.59	Strongly Agree
...Each part of the module complements one another.	4.40	0.66	Strongly Agree
...The organization of content avoids confusion.	4.65	0.53	Strongly Agree
Weighted Mean	4.56		
SD	0.61		
Verbal Interpretation			Extremely Acceptable

Table 9 presents the level of assessment on the characteristics of the Family and Consumer Sciences Module in terms of organization.

As presented, the respondents strongly agree that the sequence of lessons is logically and easy to follow. The headings and sub headings make the content easier to navigate. It follows a consistent format in all lessons and each part of the module complements one another. The organization of content avoids confusion as well. The level of assessment on the characteristics of the Family and Consumer Sciences module in terms of organization attained the overall weighted mean of 4.56 with a standard deviation of 0.61, verbally interpreted as Extremely Acceptable. This indicates that the module is very highly organize which makes it easier to follow.

In summary, the results indicate that a well-organized sequence of lessons and format of the module helps learners to navigate its content easier and avoid confusions in grasping the contents of the lessons. A well-organized module presents lessons in a logical and systematic sequence, allowing students to build understanding step by step. This structure also helps students connect new ideas with previous lessons more effectively, making the learning process smoother and more meaningful. It reduces confusion by guiding learners through each topic in a clear order, which improves their confidence in completing tasks independently.

Family and Consumer Sciences Module in terms of variety.

As presented, the respondents strongly agree that the module provides different types of learning tasks and activities that allow both individual and group engagement. The activities also cater to different learning styles (visual, hands-on, reading). The variety of activities keeps the lessons interesting and learning tasks avoid repetitiveness and monotony.

The level of assessment on the characteristics of the Family and Consumer Sciences module in terms of variety attained the overall weighted mean of 4.55 with a standard deviation of 0.60, verbally interpreted as Extremely Acceptable. This indicates that the variation of learning tasks

and activities are manifested is very highly organize in the module.

**Table 10.** Level of Assessment on the Characteristics of the Family and Consumer Sciences Module in terms of Variety

STATEMENT	Mean	SD	Remarks
...The module provides different types of learning tasks.	4.52	0.58	Strongly Agree
...The activities allow both individual and group engagement.	4.50	0.57	Strongly Agree
...The activities cater to different learning styles (visual, hands-on, reading).	4.59	0.59	Strongly Agree
...The variety of activities keeps the lessons interesting.	4.60	0.56	Strongly Agree
...The learning tasks avoid repetitiveness and monotony.	4.50	0.59	Strongly Agree
Weighted Mean	4.55		
SD	0.60		
Verbal Interpretation			Extremely Acceptable

In summary, the results indicate that variation of learning tasks and activities makes the lessons more interesting for different types of learners and learning styles which makes learning more meaningful and effective.

#### Level of Student's Motivation

In this study, the level of student's motivation while using Family and Consumer Sciences Module was describe in terms of intrinsic and extrinsic motivation and was determined by the mean and standard deviation.

**Table 11.** Level of Student's Motivation

STATEMENT	Mean	SD	Remarks
...The Family and Consumer Sciences module is interesting.	4.80	0.40	Strongly Agree
...The activities in the module are enjoyable.	4.57	0.57	Strongly Agree
...The lessons in the module are valuable.	4.75	0.43	Strongly Agree
...Learning new skills from the module is important.	4.83	0.38	Strongly Agree
...The module tasks are completed on one's own initiative.	4.92	0.27	Strongly Agree
Weighted Mean	4.77		
SD	0.44		
Verbal Interpretation			Very High

Table 11 presents the level of student's motivation while using Family and Consumer Sciences Module in terms of intrinsic motivation.

As presented, the students strongly agree that the Family and Consumer Sciences module is interesting. The activities in the module are enjoyable and the lessons are valuable. Students also strongly agree that they learning new skills from the module is important and that the tasks can be completed on one's own initiative.

The level of of student's motivation while using Family and Consumer Sciences Module in terms of intrinsic motivation attained the overall weighted mean of 4.77 with a standard deviation of 0.44, verbally interpreted as Very High. This indicates that the learners are very highly motivated to learn on their own when using the module.

In summary, the results indicate that the learners found the content of the module very engaging and enjoyable which increase their interest to complete the lessons and to give priority in learning new skills.

**Table 12.** Level of Student’s Motivation

STATEMENT	Mean	SD	Remarks
...Completing the module tasks helps in obtaining high grades.	4.92	0.27	Strongly Agree
...The teacher’s guidance encourages engagement in the module.	4.62	0.54	Strongly Agree
...Participation in module activities leads to praise or recognition.	4.78	0.41	Strongly Agree
...Studying the module meets parents’ expectations.	4.83	0.40	Strongly Agree
...Engagement in the module is influenced by classmates’ participation.	4.97	0.17	Strongly Agree
Weighted Mean	4.82		
SD	0.40		
Verbal Interpretation			Very High

Table 12 presents the level of student’s motivation while using Family and Consumer Sciences Module in terms of extrinsic motivation.

As presented, the students strongly agree that completing the module tasks helps in obtaining high grades. The teacher’s guidance also encourages engagement in the module while participation in module activities leads them to be given praise or recognition. Studying the module similarly meets parents’ expectations and that students’ engagement in the module is influenced by classmates’ participation.

The level of student’s motivation while using Family and Consumer Sciences Module in terms of extrinsic motivation attained the overall weighted mean of 4.82 with a standard deviation of 0.40, verbally interpreted as Very High. This indicates that the learners are very highly motivated to learn obtain high grades and achieve recognition.

In summary, the results indicate that the learners are motivated to complete the module as they work with their classmates and be able to meet their parents’ expectations as well as receive recognition on their accomplishments.

*Level of Learners’ Performance*

In this study, the level of learners’ performance was describe in terms of written and actual test and was determined by frequency, percentage, mean and standard deviation.

**Table 13.** Level of Learners’ Performance in terms of Written Test

Score	Frequency	Percentage	Descriptive Value
41 – 50	52	52%	Excellent
31 – 40	26	26%	Very Satisfactory
21 – 30	20	20%	Satisfactory
11 – 20	2	2%	Needs Improvement
0 - 10	0	0	Poor
Mean Score	38.97		
SD	7.15		
Descriptive Value			Very satisfactory

The table presents the level of learners’ performance in terms of Written Test. Almost scores concentrated in the highest range of 41–50, consisting of 52% of the respondents.

This implies that the learners are academically well-prepared and possess strong mastery of the knowledge measured in the written assessment. The high mean score of 38.97 and standard deviation of 7.15 further supports that most learners performed very satisfactory, indicating high academic readiness. The learners have developed sufficient knowledge and cognitive skills with the utilization of learning module.

*Level of Learners’ Performance in terms of Actual Test*

Table 14 presents the level of learners’ performance in terms of Actual Test. 68% of scores are concentrated in the highest range of 41–50. This implies that the learners are highly ready for actual assessment. The very high mean score of 41.82 and standard deviation of 2.73 further supports that almost all learners performed excellently. This further indicates that learners have gained enough knowledge and skills from the module provided.

The Actual Test was assessed using a performance-based rubric that evaluates students’ skills during the demonstration of hand spa massage procedures. The criteria are designed to measure both technical skills and service quality in a step-by-step process.

Students are scored based on key areas such as preparation and sanitation, client consultation, proper use of products, and massage technique variety, where they are rated on how correctly and completely they perform each task. Additional criteria include pressure control, flow and sequence of steps, time management, and professional communication, which assess how smoothly and efficiently the service is delivered. Posture, ergonomics, and client satisfaction are also considered to ensure proper body mechanics and quality customer experience during the procedure.

Each criterion is rated using performance levels ranging from excellent to poor, depending on how accurately, completely, and independently the student performs the task. Higher scores are given when students demonstrate correct procedures, complete all steps, and show professionalism throughout the actual demonstration.

**Table 14.** Level of Learners’ Performance in terms of Actual Test

Score	Frequency	Percentage	Descriptive Value
41 – 50	68	68%	Excellent
31 – 40	23	23%	Very Satisfactory
21 – 30	9	9%	Satisfactory
11 – 20	0	0%	Needs Improvement
0 - 10	0	0	Poor
Mean Score	41.82		
SD	2.73		
Descriptive Value			Excellent

*Significant Relationship Between Family and Consumer Sciences Module and Student’s Motivation*

To test the significant relationship between Family and Consumer Sciences Module and Student’s Motivation, data were treated statistically using Minitab 14 using Pearsons R. The major findings were presented in the following table.

Table 15 presents the significant relationship between Family and Consumer Sciences Module and Student’s Motivation. The results include Pearson correlation

coefficients (r-values), p-values, and sample size (N=100) for each relationship.

**Table 15.** Significant Relationship Between Family and Consumer Sciences Module and Student’s Motivation

Family and Consumer Sciences Module		Intrinsic Motivation	Extrinsic Motivation
Objectives	Pearson Correlation	.423*	.318*
	Sig. (2-tailed)	.000	.003
	N	100	100
Introduction	Pearson Correlation	.417*	.527*
	Sig. (2-tailed)	.000	.000
	N	100	100
Development	Pearson Correlation	.476*	.423*
	Sig. (2-tailed)	.000	.000
	N	100	100
Activities	Pearson Correlation	.456*	.543*
	Sig. (2-tailed)	.000	.000
	N	100	100
Assessment	Pearson Correlation	.545*	.527*
	Sig. (2-tailed)	.000	.000
	N	100	100
Reflection	Pearson Correlation	.421*	.416*
	Sig. (2-tailed)	.000	.000
	N	100	100
Accessibility	Pearson Correlation	.381*	.383*
	Sig. (2-tailed)	.000	.000
	N	100	100
Relevance	Pearson Correlation	.415*	.602*
	Sig. (2-tailed)	.000	.000
	N	100	100
Organization	Pearson Correlation	.514*	.378*
	Sig. (2-tailed)	.000	.000
	N	100	100
Variety	Pearson Correlation	.398*	.412*
	Sig. (2-tailed)	.000	.000
	N	100	100

A significant positive relationship between all components of the Family and Consumer Sciences module have a significant positive relationship with students’ motivation, as all p-values are less than .05. This indicates that improvements in any part of the module are associated with increased student motivation. A well-developed content, meaningful lessons, and clear structure greatly enhance students’ motivation. Engaging and diverse learning experiences further support motivation.

Overall, the findings imply that a well-designed, relevant, and organized module plays a crucial role in boosting students’ motivation to learn new skills, to achieve recognition upon getting high grades and affirmations from their parents as well.

In this study, the significant effect of Family and Consumer Sciences module on learners’ performance were analyzed employing Regression Analysis using Minitab 14.

Table 16 exhibits the effect of Family and Consumer Sciences module on learners’ performance. The results include beta coefficients, t-values, and p-values for each analysis.

**Table 16.** Regression Analysis on the Effect of Family and Consumer Sciences Module on Learners’ Performance

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.433	2	0.187	11.20	0.000
Residual	1.593	97	0.016		
Total	1.066	99			

a. Dependent Variable: Written Test  
b. Predictors: Parts\_Overall, Characteristics\_Overall

2 Regression	0.304	2	0.093	4.95	0.009
Residual	0.898	97	0.011		
Total	1.032	99			

a. Dependent Variable: Actual Test  
b. Predictors: Parts\_Overall, Characteristics\_Overall

**Coefficients<sup>a</sup>**

Model	Written Test	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.257	1.133		1.11	0.270
	Parts_Overall	0.238	0.147	0.152	1.620	0.108
	Characteristics_Overall	0.985	0.210	0.140	1.785	0.112
Model	Actual Test					
2	(Constant)	3.129	0.851		1.17	0.261
	Parts_Overall	0.119	0.110	0.107	1.08	0.283
	Characteristics_Overall	0.193	0.118	0.110	1.18	0.242

The regression coefficients indicate that parts ( $\beta = 0.238$ ,  $t = 1.620$ ,  $p = 0.108$ ) and characteristics ( $\beta = 0.985$ ,  $t = 1.785$ ,  $p = 0.112$ ) of Family and Consumer Sciences module does not significantly affect learners’ performance in written test. Similarly, parts ( $\beta = 0.119$ ,  $t = 1.08$ ,  $p = 0.283$ ) and characteristics ( $\beta = 0.193$ ,  $t = 1.18$ ,  $p = 0.242$ ) of Family and Consumer Sciences module does not significantly affect learners’ performance in actual test. All p-values are greater than the 0.05 level of significance, confirming that the module does not significantly contributes to the learners’ acquired knowledge in application to written and actual test.

Overall, the result confirms that the parts and characteristics of the module do not significantly predict learners’ performance in written and actual assessments. This indicates that module may not be the sole contributor in improving knowledge acquisition or practical skill application.

**IV. CONCLUSION AND RECOMMENDATIONS**

There is a significant relationship between the use of the Family and Consumer Sciences module and learners’ motivation. This leads to the rejection of the null hypothesis. This means that the module is associated with increased student interest in learning.

The Family and Consumer Sciences module has no significant effect on learners’ performance. This leads to the acceptance of the null hypothesis. This implies that the module alone does not significantly influence students’ academic or practical performance.

Based on the results and conclusion posted in the study, the following recommendation were formulated:

Through the findings of this study, teachers may supplement the Family and Consumer Sciences module with

interactive teaching approaches such as demonstrations, guided practice, and collaborative activities to better translate motivation into improved performance.

Combine the module with technology-based tools, peer learning, and classroom instruction to create a more engaging and effective learning environment.

Future studies may explore other factors influencing performance, such as teaching quality, learning environment, and student readiness, to better understand how to improve learning outcomes.

School administrators may conduct regular training programs for teachers on the effective integration of modular instruction with interactive and student-centered teaching strategies to enhance instructional delivery.

Instructional designers and module developers may further improve the learning materials by including more performance-based, problem-solving, and real-life application tasks to strengthen learners' practical skills.

Teachers may provide consistent and timely feedback on learners' outputs in order to guide improvement, clarify misunderstandings, and support mastery of competencies.

Schools may establish monitoring and support systems for students using self-learning modules to ensure proper guidance, sustained engagement, and academic assistance when needed.

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