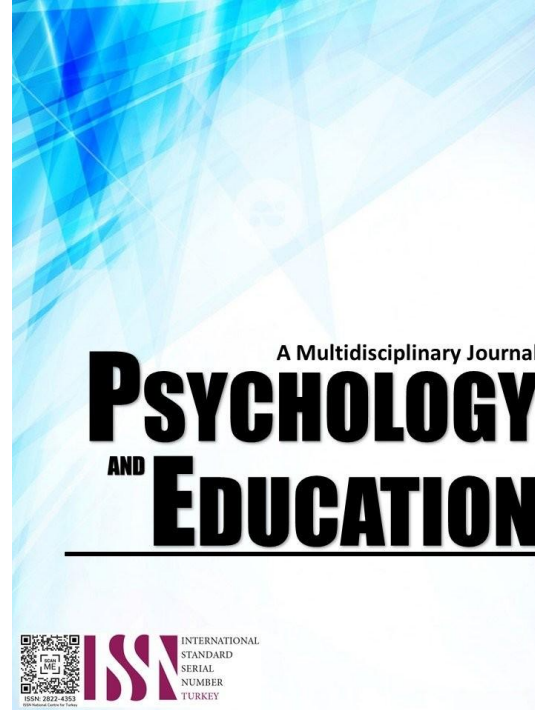


CONTENT EVALUATION AND ACCEPTABILITY OF CONTEXTUALIZED MODULE IN A ILLUSTRATION COURSE



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Content Evaluation and Acceptability of Contextualized Module in an Illustration Course

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Abstract

This study evaluated the content quality and level of acceptability of a contextualized Illustration module designed for secondary students. Evaluating contextualized modules is essential to ensure that instructional materials remain relevant, responsive, and meaningful to learners' real-life experiences. A descriptive research design was employed, with data collected from teacher-respondents—composed of ICT experts, content evaluators, and creative arts specialists—as well as student-respondents from diverse geographic and socioeconomic backgrounds. Demographic details were summarized to emphasize respondent diversity. The module's content evaluation by experts received an overall rating of outstanding across key dimensions, including clarity of objectives, relevance of inputs, appropriateness of application activities, and enrichment components. The module also demonstrated strong effectiveness in enhancing student interest and engagement. In terms of acceptability, the module was rated very acceptable, particularly for its effective use of illustrations that supported comprehension and visual learning. Using inferential statistical analysis, specifically the Kruskal–Wallis test, results showed no significant differences in evaluation when grouped according to respondent profiles, indicating that the module effectively addressed diverse learner needs. Its contextualized approach—integrating familiar local contexts such as fishing, farming, and digital practices—proved valuable in bridging experiential gaps. The study concludes that the module is a valid, inclusive, and engaging instructional material. It recommends prioritizing teacher professional development and improving assessment strategies to capture student learning outcomes in technical-vocational education more effectively.

Keywords: *contextualized module, content evaluation, acceptability, illustration module, technical-vocational education*

Introduction

Contextualized learning materials provide varied instructions, activities, and assessments that allow students to process information and perform skills within their own frames of reference. These materials help learners connect academic content to real-life contexts where such knowledge can be applied. According to Berns and Erickson (2001, as cited in Ampa et al., 2013), students find meaning in the learning process as they draw upon prior experiences and build new knowledge. By learning in an integrated and multidisciplinary manner within appropriate contexts, learners are able to apply acquired knowledge and skills effectively. In this regard, contextualization is particularly relevant in Illustration, where learners translate real-life experiences into visual representations.

The field of Illustration in Technology and Livelihood Education (TLE) is essential for learners aspiring to become illustrators and cartoonists. It involves developing skills from drawing basic shapes and forms to creating a wide range of characters, whether realistic or exaggerated. Illustration also supports readers in visualizing stories, making it a vital component in books, comics, and other media. Thus, TLE–Illustration equips learners with the foundational and applied skills needed in creative industries (TESDA, 2012).

Recent shifts in the teaching–learning process, from traditional face-to-face instruction to more flexible and self-directed modalities, have posed significant challenges for both teachers and learners. Educators are now tasked with designing and utilizing instructional materials that support effective and creative learning (Salcedo, 2016). However, gaps remain between learning requirements, foundational skills, and students' learning environments, particularly in TLE–Illustration. The development of a contextualized self-learning module requires evaluation across criteria such as objectives, inputs, application, enrichment, clarity, and illustrations. Assessing these components through content evaluation and acceptability helps address learners' needs and improve instructional effectiveness (Madrazo & Dio, 2020).

Despite the growing use of contextualized materials, there is limited research focusing on the content evaluation and acceptability of contextualized Illustration modules, particularly in the current flexible learning setup. In a study conducted by Espinar and Ballado (2016), findings showed high ratings in both content evaluation and acceptability, and a significant improvement in post-test performance. However, the study also identified areas for improvement based on feedback from teachers and students. Building on these findings, the present study seeks to examine further and validate a contextualized Illustration module, addressing identified gaps in instructional materials and learner needs.

Evaluating the content and acceptability of a contextualized module supports its effective use in teaching Illustration, particularly in flexible learning environments. It enables the refinement of materials based on expert and learner feedback, thereby enhancing their relevance, usability, and overall impact on student learning.

Research Questions

This study aimed to determine the level of content evaluation and acceptability of the contextualized learning module in illustration as

one of the specialized courses of Technology and Livelihood Education for the first quarter of the school year 2025–2026. Specifically, this study sought to address the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1. area of expertise;
 - 1.2. educational attainment; and
 - 1.3. years of experience?
2. What is the profile of the student-respondents in terms of:
 - 2.1. location;
 - 2.2. family income; and
 - 2.3. hobbies and lifestyle?
3. What is the level of content evaluation of the contextualized learning module in illustration as evaluated by the teachers in terms of:
 - 3.1. lesson objectives;
 - 3.2. lesson inputs;
 - 3.3. lesson application; and
 - 3.4. lesson enrichment?
4. What is the level of acceptability of the contextualized learning module in illustration as perceived by the students in terms of:
 - 4.1. language style and format;
 - 4.2. presentation;
 - 4.3. illustration;
 - 4.4. timeliness;
 - 4.5. adequacy;
 - 4.6. suitability;
 - 4.7. usefulness; and
 - 4.8. clarity?
5. Is there a significant difference in the teachers' content evaluation of the module when analyzed according to their profile?
6. Is there a significant difference in the students' acceptability of the module when analyzed according to their profile?

Literature Review

Technology and Livelihood Education-Illustration

The field of Illustration in Technology and Livelihood Education (TLE) is a specialized course designed to develop learners' skills in visual communication, particularly in drawing, designing, and interpreting visual concepts. It prepares students to transform basic shapes and forms into complex illustrations such as characters, scenes, and conceptual artwork. Moreover, illustration plays a significant role in visual storytelling, supporting industries such as publishing, comics, animation, and digital media. As readers increasingly seek visual representation of narratives, illustrators serve as essential contributors in bridging text and imagery. In this context, the TLE-Illustration course equips learners with both technical and creative competencies necessary for future careers in visual arts (TESDA, 2012).

Students' Problems and Challenges in Learning TLE-ICT-Illustration Subject

Challenges are inherent in the learning process, particularly in skill-based disciplines such as TLE-ICT-Illustration, where both technical skills and creativity are required. Recent studies indicate that learners in art and design education frequently experience motivational, cognitive, and emotional difficulties that influence both academic performance and creative output (Samaniego et al., 2024; Kadyirov et al., 2024).

Misconceptions about the financial sustainability of careers in the arts remain prevalent in many societies. These perceptions can negatively influence students' career choices and reduce their motivation to pursue creative disciplines. Contemporary research emphasizes that lack of societal support and negative beliefs about arts careers can discourage engagement and persistence in art education (Wang et al., 2023). Such misconceptions may lead to decreased intrinsic motivation, which is a critical factor in creative performance. Studies show that motivation significantly affects students' ability to engage in creative tasks and sustain artistic productivity (Kadyirov et al., 2024).

Students in illustration and other creative programs often encounter heavy academic workloads due to the iterative and time-intensive nature of project-based learning. Recent literature highlights that excessive workload and poor time management are associated with increased stress levels and reduced academic performance among students (Samaniego et al., 2024).

Additionally, balancing multiple academic requirements alongside personal responsibilities may negatively affect students' well-being, including sleep quality and overall productivity. These challenges are particularly evident in creative disciplines where output quality

depends heavily on sustained effort and time investment.

Creative block is widely recognized as a common barrier in art education, referring to the difficulty in generating or expressing creative ideas. Recent studies indicate that emotional factors, environmental conditions, and stress significantly influence creative thinking processes (González-Zamar & Abad-Segura, 2021). Furthermore, research demonstrates that creativity is closely linked to motivation and engagement; when these factors decline, students are more likely to experience creative stagnation (Kadyirov et al., 2024).

Teacher Problems and Challenges in Teaching TLE-ICT-Illustration

Teachers encounter significant instructional challenges in the teaching of TLE–ICT–Illustration, particularly due to the diversity of learners that requires differentiated instruction while maintaining curriculum standards and instructional quality.

In face-to-face instructional settings, one of the major challenges is limited time and instructional resources. Research consistently shows that large class sizes reduce opportunities for feedback, interaction, and individualized instruction. Blatchford et al. (2011) found that teachers in large classes spend significantly less time on individual feedback and monitoring student learning, while the OECD (2019) reports that large student–teacher ratios negatively affect instructional quality and student engagement. In addition, Hattie (2009) emphasizes that feedback is one of the most powerful influences on student achievement; however, its effectiveness is greatly constrained in overcrowded classrooms where teachers struggle to address individual learner needs. This limitation is particularly critical in skill-based and creative learning areas, as Runco (2014) highlights that creative skill development relies heavily on instructional support, sufficient time, and opportunities for experimentation and practice.

Another significant challenge is the shift in the educational system brought by the COVID-19 pandemic, which led to the implementation of distance learning modalities such as online and modular instruction. Hodges et al. (2020) distinguish emergency remote teaching from planned online learning, emphasizing that the sudden transition during the pandemic placed an increased burden on teachers due to rapid instructional redesign. UNESCO (2020) further reports that teachers experienced increased workloads involving material preparation, digital adaptation, and continuous learner monitoring to ensure learning continuity. Likewise, Trust and Whalen (2020) found that educators experienced stress and difficulty adjusting due to the abrupt shift, lack of adequate training, and increased preparation demands.

Furthermore, in many divisions, teachers in TLE–ICT–Illustration are often required to develop localized instructional modules in the absence of readily available or downloadable materials from central or regional offices. Given the specialized nature of TLE subjects, this requires teachers to design content that is aligned with their specific area of specialization, ensuring that instructional materials remain relevant and appropriate for the entire school year.

Teaching-Learning Process

The teaching and learning process is the most powerful instrument that allows us teachers and our learners to interact with each other. The very essence of modularization is that students are at the center of the teaching–learning process. It calls for a classroom environment in which students are actively engaged in the knowledge construction process and a shift in the role of the instructor from knowledge transmitter to a facilitator of students’ learning. Furthermore, modularization requires continuous monitoring and assessment of student progress throughout the learning process. Effective continuous assessment enables teachers to make instructional adjustments based on learner performance data and provides students with timely feedback to improve their academic outcomes (Chen, 2019).

Contextualize Modular teaching in Illustration is concerned for each student as an individual with his/her special aptitude and interest in drawing and designing. It provides clear and specific instructions that learners would be able to understand and perform easily, with access to their community and socio-economic considerations.

Content Evaluation of Teaching Materials

Content evaluation is a critical process in determining the quality of instructional materials in terms of accuracy, relevance, and instructional alignment. In research cited by Hariapsari et al. (2018), the Content Evaluation of Teaching Materials based on the socio-scientific issues approach in the topic of vibration, waves, and sound aimed to determine the quality and suitability of instructional components such as the syllabus, lesson plan, student’s book, worksheet, and scientific literacy test. Data were gathered using validation questionnaires and evaluation sheets to assess the content’s relevance, accuracy, and organization. Both descriptive quantitative and qualitative analyses were employed. The results revealed that the evaluated teaching materials were highly valid and appropriate for use in the learning process.

Acceptability of a Developed Teaching Module

The study of Salcedo (2016) examined the acceptability of a developed teaching module on selected writings of Jose Rizal and found that the module was highly acceptable based on teacher-evaluators’ assessment across different areas of instructional concern. This finding suggests that the module is suitable for classroom use in teaching Rizal’s writings. Furthermore, the results imply that instructional modules that receive high acceptability ratings are more likely to enhance teaching effectiveness and learner engagement when implemented in actual classroom settings. Therefore, the study emphasizes the importance of validating instructional materials

through classroom utilization to ensure their effectiveness in real teaching-learning environments. In addition, the development of such modules highlights the need for educators to design learner-centered instructional materials, particularly in areas where students commonly experience learning difficulties. Future studies may further explore the adaptation and enhancement of modular instructional approaches in other disciplines, especially within the Social Sciences, to strengthen curriculum delivery and instructional quality.

Synthesis and Gap

A key gap in instructional materials for TLE–Illustration lies in the limited availability of contextualized learning resources that connect classroom instruction to real-world applications relevant to students' environments and future career pathways. Contextualization is vital in a skill-based field where the "learning-by-doing" philosophy predominates. However, there is a marked absence of studies focusing on the content evaluation and acceptability of such specialized tools. Without rigorous assessment from both pedagogical and industry perspectives, educators lack the evidence-based resources needed to foster the creative intuition and technical precision required in the modern illustration landscape.

This study directly addresses this void by developing and evaluating a Contextualized TLE–Illustration Module, focusing on its validity and acceptability through expert and student feedback. By shifting the research lens from general education to specialized technical training, the study aims to improve instructional quality and provide a framework for responsive, high-quality materials in the creative arts. Ultimately, this research seeks to bridge the divide between theoretical knowledge and practical application, ensuring that learners achieve both the cognitive and creative competencies essential for success in the field.

Methodology

Research Design

This study utilized a quantitative research approach employing a descriptive design to determine the content evaluation and acceptability of the developed contextualized module in the Illustration course. In this study, content evaluation was based on the ratings provided by teacher-experts, while acceptability was determined from the responses of student-respondents.

The quantitative descriptive design was appropriate because it allows the researcher to systematically describe and summarize numerical data derived from respondents' evaluations using statistical measures. Furthermore, this design is suitable for comparing the assessments of teacher-experts and students and identifying any significant differences in their evaluations, which directly addresses the study's research questions.

Respondents

The respondents of the study consisted of 80 participants, equally divided into 40 student-respondents and 40 teacher-respondents from the Division of Lanao del Norte. The sample size was considered sufficient for a descriptive research design, which focuses on summarizing and comparing perceptions rather than making population-wide generalizations. A balanced number of respondents from both groups was also deemed appropriate to ensure comparability between teacher evaluation and student acceptability results.

The student-respondents were Grade 10 learners enrolled in the Illustration course under Technology and Livelihood Education (TLE) for the school year 2025–2026. They were purposively selected from various barangays within the Municipality of Lala, Lanao del Norte, including poblacion (central area), upland, coastal, and island barangays. This classification of geographical areas was included to represent diverse learning environments and socio-economic conditions within the municipality.

The teacher-respondents were selected based on the following criteria: (a) permanent teachers or personnel within the Division of Lanao del Norte, (b) serving as content evaluators, ICT experts, or specialists in creative arts and related fields, (c) with at least three years of teaching experience, and (d) with relevant educational qualifications. These criteria ensured that respondents possess adequate expertise to provide reliable and valid content evaluation of the instructional module.

Instrument

The study used a standardized questionnaire checklist adapted from Tan et al. (2017) as the main research instrument. The instrument was modified to align with the context of TLE–Illustration and the objectives of the study, particularly to ensure relevance to creative and technical-vocational learning outcomes. Adjustments were made in the wording of items to fit the illustration-based module, while maintaining the original structure of the instrument.

The instrument was divided into two parts based on respondent groups:

Part I – Content Evaluation (Teachers): This section was answered by the teacher-respondents (content evaluators) and assessed the content evaluation of the module, focusing on lesson objectives, inputs, application, and enrichment.

Part II – Acceptability (Students): This section was answered by the student-respondents and measured the acceptability of the module, covering language, presentation, illustrations, timeliness, adequacy, suitability, usefulness, and clarity.

To improve clarity of judgment, the instrument used a four-point Likert scale without a neutral option, encouraging respondents to

make a clear positive or negative evaluation.

In terms of validity and reliability, the questionnaire was adapted from a standardized instrument previously validated by Tan et al. (2017). In addition, it was reviewed by experts in the field of TLE and instructional materials to ensure content relevance and appropriateness for Illustration-based learning. The reliability of the instrument was established in the original study through internal consistency testing.

Procedure

The researcher secured necessary permissions from the Graduate School, school authorities, and local officials, and obtained informed consent from all participants, ensuring that their participation was voluntary and that ethical standards were observed, particularly for student-respondents.

A contextualized Illustration module was developed based on identified learning gaps derived from curriculum review, teacher consultation, and analysis of students' learning needs in TLE-Illustration. This process ensured that the module content was relevant and responsive to the instructional requirements of the subject.

The module and research instruments were distributed to respondents through both online (Google Forms) and printed copies, depending on the accessibility and availability of resources of the participants. The questionnaire consisted of two parts: Part I (Content Evaluation) was answered by teacher-experts, while student-respondents answered Part II (Acceptability).

After data collection, responses were organized, coded, tabulated, and prepared for statistical analysis.

Data Analysis

The data were analyzed using frequency count, percentage, and weighted mean to determine the level of content evaluation and acceptability of the module. These descriptive statistics were used to summarize and interpret respondents' ratings based on the questionnaire results.

To determine whether there were significant differences in responses when grouped according to respondents' profiles, the Kruskal-Wallis Test was employed. This non-parametric test was selected because the data were ordinal in nature (Likert scale) and involved the comparison of two or more independent groups.

The level of significance was set at $\alpha = 0.05$, which served as the basis for accepting or rejecting the null hypothesis.

Ethical Considerations

Participation in the study was voluntary, and all respondents signed an informed consent form, while parents or guardians provided consent for minor participants. Prior to data collection, the study was reviewed and approved by the Graduate School and relevant school authorities, ensuring that it complied with institutional and ethical research standards. Confidentiality and anonymity were strictly maintained, and no personal information was disclosed. All data collected was used solely for research purposes. Participants were fully informed about the purpose, procedures, and potential benefits of the study, and they were given the opportunity to ask questions and withdraw from participation at any time without penalty.

Results and Discussion

This section presents the findings of the study in accordance with its research objectives. To determine the level of content evaluation and acceptability of the contextualized module, as well as to identify significant differences among variables, statistical analyses such as frequency, weighted mean, and Kruskal-Wallis Test were employed using IBM SPSS 26.0.

Profile of the Teacher-Respondents as to Area of Expertise, Educational Attainment, and Years of Experience

Table 1. *Teacher-Respondents Profile as to Area of Expertise, Educational Attainment, and Years of Experience*

<i>Profile</i>	<i>Indicators</i>	<i>Frequency</i>	<i>Percent</i>
Area of Expertise	Language and Content Validator	14	35.00%
	ICT Experts	15	37.50%
	Creative Arts and Design Specialist	11	27.50%
Highest Educational Attainment	College Degree	31	77.50%
	Master's Degree	7	17.50%
	Doctorate Degree	2	5.00%
Years of Experience	3–5 years	7	17.50%
	6–9 years	26	65.00%
	10 years and above	7	17.50%
Total		40	100%

The profile of the teacher-respondents reveals a multidisciplinary composition in terms of area of expertise, with ICT experts comprising the largest group (37.50%), followed by language and content validators (35.00%), and creative arts and design specialists (27.50%). This relatively balanced distribution suggests a deliberate inclusion of varied professional perspectives in the evaluation process. Such interdisciplinary representation supports the findings of Jordan and Murphy (2021) and Lee et al. (2023), who emphasized that diverse expert panels improve the validity, usability, and instructional quality of learning materials. Further support from Alonso and López (2022) and Wang and Smith (2020) highlights that combining technical, content, and design expertise enhances the effectiveness of educational resources across learning environments.

In terms of educational attainment, most respondents hold a college degree (77.50%), while fewer have master's (17.50%) and doctorate degrees (5.00%). This distribution suggests that the majority of teachers meet the minimum qualification requirements, while a smaller proportion have pursued advanced academic preparation. Garcia and Martinez (2021) and Thompson (2023) explain that structural constraints such as workload and institutional limitations often hinder teachers from pursuing higher education. Sison and De la Cruz (2024) further emphasize that graduate studies may contribute to the enhancement of instructional competence and support teachers in adapting to modern educational demands.

Regarding teaching experience, the majority of respondents (65.00%) have 6–9 years of service, while both the 3–5 years and 10 years and above groups each account for 17.50%. This indicates a predominantly mid-career teaching workforce characterized by stability and instructional competence. Roberts (2022) identifies this stage as a critical period of professional development, while Nguyen and Lee (2023) note that mid-career teachers often demonstrate strong adaptability to educational innovations. Walters (2025) further highlights that this experience range contributes significantly to improved instructional effectiveness and learner achievement. Overall, the findings suggest a competent, diverse, and moderately experienced teaching force capable of supporting instructional development and innovation.

Profile of the Student-Respondents as to Location, Family Income, Hobbies, and Lifestyles

Table 2. Student-Respondents Profile as to Location, Family Income, Hobbies, and Lifestyles

<i>Profile</i>	<i>Indicators</i>	<i>Frequency</i>	<i>Percent</i>
Location	Poblacion	14	35.0%
	Uplands	10	25.0%
	Coastal Area	8	20.0%
	Island Barangay	8	20.0%
Family Income	Less than 10,000	6	15.0%
	10,001–19,999	28	70.0%
	20,000–29,999	4	10.0%
	30,000 and above	2	5.0%
Hobbies & Lifestyles	Fishing	13	32.5%
	Farming	5	12.5%
	Cooking	2	5.0%
	Online Activity	12	30.0%
	Playing Sports	8	20.0%
Total		40	100%

The profile of the student-respondents shows a geographically diverse group, with most students residing in the Poblacion (35.00%), followed by the Uplands (25.00%), and both Coastal Areas and Island Barangays (20.00% each). This indicates that learners come from varied locations with differing levels of access to school facilities and transportation. Studies by Morales (2022) and Henderson (2023) highlight that students in remote and geographically isolated areas often experience more challenges in attendance and access to learning resources compared to those in urban centers, while Tan and Reyes (2024) emphasize the need for flexible and localized learning support for such learners.

In terms of family income, the majority of students belong to low-income households, with 70.00% earning 10,001–19,999 and 15.00% earning below 10,000. This suggests that most learners may have limited access to educational resources outside the school and are highly dependent on institutional support. Chen and Wang (2021) and Foster (2024) note that low-income students often face hidden educational costs, making school assistance programs essential for their academic success.

Regarding hobbies and lifestyles, fishing (32.50%) and online activity (30.00%) are the most common, followed by sports (20.00%), farming (12.50%), and cooking (5.00%). This reflects a combination of traditional livelihood activities and increasing digital engagement among students. Miller (2022) highlights the development of practical skills through livelihood-based activities, while Brooks and Zhang (2023) caution against excessive online use without balance. Villanueva (2024) further emphasizes the value of integrating students' local experiences into instruction to improve engagement and learning outcomes. Overall, the findings indicate that students come from diverse geographic, socio-economic, and lifestyle backgrounds, which may influence how they perceive and interact with instructional materials. These variations justify the need to examine the acceptability of the contextualized module, as differences in location, family income, and daily activities may affect students' understanding, engagement, and perceived usefulness of the learning material.



Content Evaluation of the Contextualized Module

Table 3. Level of Content Evaluation of the Contextualized Module

Evaluation Area	Indicators	Mean	Interpretation
Lesson Objectives	SMART-based objectives (specific, measurable, attainable, relevant, time-bound)	3.57	Outstanding
Lesson Inputs	Clarity, engagement, background knowledge, attention, interest	3.85	Outstanding
Lesson Application	Sequencing, relevance, appropriateness, skill development, mastery evaluation	3.73	Outstanding
Lesson Enrichment	Challenge level, higher-order thinking, mastery support, problem-solving	3.73	Outstanding
Overall Mean		3.72	Outstanding

The overall level of content evaluation of the contextualized module across the four components—lesson objectives, lesson inputs, lesson application, and lesson enrichment—yielded an overall mean of 3.72, interpreted as “Outstanding.” This indicates that the module is highly rated in terms of content quality and is effectively aligned with instructional design principles. Among the four areas, lesson inputs obtained the highest mean (3.85), suggesting that the module is particularly effective in capturing learner interest, providing adequate background knowledge, and introducing lessons clearly and engagingly. This supports the idea that well-structured instructional inputs enhance learner motivation and comprehension (Bautista & Francisco, 2020; Anderson & Krathwohl, 2016).

Meanwhile, both lesson application and lesson enrichment obtained equal mean ratings of 3.73, showing that the learning activities are well-structured, relevant, and supportive of skill development and higher-order thinking. These findings are consistent with the principles of contextualized and activity-based instruction, which emphasize meaningful learning experiences connected to real-life contexts (Alcazaren & Tarrayo, 2021). Although these areas were rated outstanding, the slightly lower indicators related to mastery assessment and advanced problem-solving suggest minor areas for enhancement in evaluating deep learning outcomes. Lesson objectives obtained the lowest mean (3.57), though still interpreted as outstanding, indicating that while the objectives are aligned with SMART criteria, further refinement in measurability and clarity of outcomes may still be considered (Villanueva & Ignacio, 2018). Overall, the results confirm that the contextualized module is a well-designed instructional material that effectively supports teaching and learning in TLE–Illustration, consistent with established instructional design and curriculum development theories (Anderson & Krathwohl, 2016; Bautista & Francisco, 2020).

Acceptability of the Contextualized Module

Table 4. Level of Acceptability of the Contextualized Module

Evaluation Area	Indicators	Mean	Interpretation
Language Style and Format	Illustrations, grammar, vocabulary, print size, structure	3.90	Very Acceptable
Presentation	Sequencing, directions, logical flow	3.73	Very Acceptable
Illustration	Clarity, relevance, engagement, guidance	3.67	Very Acceptable
Timeliness	Relevance, instructional relevance, usability	3.87	Very Acceptable
Adequacy	Coverage, completeness, learning support	3.87	Very Acceptable
Suitability	Learner diversity, adaptability, engagement	3.31	Acceptable
Usefulness	Critical thinking, application, engagement	3.91	Very Acceptable
Clarity	Language simplicity, organization, comprehension	3.84	Very Acceptable
Overall Mean		3.76	Very Acceptable

The overall level of acceptability of the contextualized module across all evaluated domains yielded an overall mean of 3.76, interpreted as “Very Acceptable.” This indicates that the module is generally well-designed, appropriate, and suitable for use in TLE–Illustration instruction. Among the evaluated areas, usefulness obtained the highest mean (3.91), followed by language style and format (3.90), suggesting that the module is particularly strong in promoting learning engagement, clarity, and learner-centered design. This supports the view of Anderson and Krathwohl (2016), who emphasize that well-structured instructional materials enhance cognitive development and learning continuity.

Timeliness (3.87) and adequacy (3.87) also received high ratings, indicating that the module is responsive to current instructional needs and sufficiently comprehensive in content coverage. These results align with Bautista and Francisco (2020), who highlight that contextualized instructional materials improve relevance and effectiveness in competency-based education. Clarity (3.84) further supports this, showing that the module uses understandable language and logical organization, which is essential for self-directed learning.

Presentation (3.73) and illustration (3.67) were also rated very acceptable, indicating that the sequencing of lessons and use of visuals are generally effective but may still be improved to enhance learner engagement and comprehension. In particular, the suitability domain obtained the lowest mean (3.31), though still interpreted as acceptable, suggesting the need to improve further the module’s adaptability to diverse learner needs, pacing of instructional activities, and responsiveness to varying learning contexts. This may indicate that some learners require more differentiated instructions, flexible learning pacing, and clearer alignment of tasks with varying skill levels and learning abilities. Enhancing these aspects could further strengthen the module’s effectiveness in addressing learner

diversity in TLE–Illustration classrooms.

Significant Difference in the Teacher’s Content Evaluation when analyzed as to profile

Table 5. *Significant Difference in the Teacher’s Content Evaluation when grouping according to profile*

<i>Indicators</i>	<i>H-value</i>	<i>P-value</i>	<i>Decision</i>
Area of expertise	1.18	.490	Not Significant
Highest educational attainment	1.12	.321	Not Significant
Years of experience	1.24	0.49	Significant

Table 5 presents the results of the Kruskal–Wallis H test examining the significant difference in teachers’ content evaluation when grouped according to selected profile variables. The findings reveal that area of expertise ($H = 1.18$, $p = .490$) and highest educational attainment ($H = 1.12$, $p = .321$) did not yield statistically significant differences in teachers’ content evaluation. This indicates that teachers, regardless of specialization or level of formal education, demonstrate relatively similar patterns in evaluating instructional content.

Similarly, years of teaching experience ($H = 1.24$, $p = 0.49$) did not show a statistically significant difference, suggesting that content evaluation is generally consistent regardless of teaching experience. This implies that teachers may apply relatively uniform criteria when assessing instructional materials, regardless of length of service.

The non-significant results for area of expertise, educational attainment, and years of experience suggest that professional judgment in content evaluation may be influenced more by shared evaluation standards and institutional criteria rather than individual background characteristics. This supports studies emphasizing that teacher evaluation practices are often guided by standardized instructional frameworks rather than personal demographic factors (Evangelio & Escote, 2024; Okoye et al., 2020).

These findings imply that content evaluation of the contextualized module is stable and consistent across different teacher profiles, which strengthens the reliability of the evaluation process. Therefore, institutions may focus less on demographic differences and more on enhancing common evaluation training, rubric standardization, and collaborative review processes to further improve instructional material assessment.

Future research may further explore other factors such as pedagogical training, familiarity with contextualized instruction, or exposure to module development, which may have a stronger influence on evaluation practices than demographic characteristics alone.

Significant Difference in the Students’ Acceptability when analyzed as to profile

Table 6. *Significant Difference in the Students’ Acceptability when grouped according to profile*

<i>Indicators</i>	<i>H-value</i>	<i>P-value</i>	<i>Decision</i>
Location	1.22	.77	Not Significant
Family Income	1.32	.54	Not Significant
Hobbies and Lifestyle	1.89	.480	Not Significant

Table 6 presents the results of the Kruskal–Wallis H test determining whether there is a significant difference in students’ acceptability when grouped according to selected profile variables. The findings indicate that location ($H = 1.22$, $p = .77$), family income ($H = 1.32$, $p = .54$), and hobbies and lifestyle ($H = 1.89$, $p = .480$) all yielded no statistically significant differences in students’ acceptability ratings. This suggests that learners, regardless of their geographical setting, socioeconomic background, or lifestyle preferences, demonstrated comparable levels of acceptability toward the learning material or intervention.

The absence of significant differences implies that students’ acceptability is relatively uniform across diverse demographic and socio-cultural profiles. This finding suggests that acceptability is likely influenced more by the design, relevance, and usability of the learning content rather than by external learner characteristics. Recent studies emphasize that when instructional materials are well-aligned with learners’ needs and are engaging and accessible, acceptability tends to remain consistent across varied learner populations (Kwon & Lee, 2022; Sung et al., 2020). Thus, demographic variables alone may not be strong predictors of learners’ acceptance of educational innovations.

These results have important implications for instructional design and implementation. Since learners’ acceptability does not significantly vary by profile, educators and material developers can focus on universal design principles, clarity of content, and learner engagement strategies rather than tailoring materials based solely on demographic factors. This also supports the scalability of the learning material across different contexts and learner groups. Future research may explore other factors—such as learner motivation, perceived usefulness, and learning autonomy—that may better explain variations in acceptability and provide deeper insight into learner engagement with instructional content.

Conclusions

Several key factors emerged from the findings, particularly in relation to the teaching force and the learner context. The teaching force is operationally stable and technically diverse; however, it includes varying levels of academic preparation, which may suggest differences in instructional approaches, although this was not directly measured in the study. Meanwhile, the student population faces geographical and economic conditions within the study locale, highlighting the need for instructional materials that are flexible, accessible, and context-sensitive. These conditions suggest that learning resources must be carefully designed to promote inclusivity and address the needs of diverse learner groups.

In response to these conditions, the contextualized module proves to be a highly effective instructional tool that bridges the gap between curriculum standards and learner engagement. Its effectiveness is largely supported by strong visual communication and clear, familiar language, which enhance comprehension and sustain student interest.

Furthermore, the module demonstrates inter-disciplinary consistency in content evaluation, as reflected in the non-significant differences across teacher profiles (area of expertise, educational attainment, and years of experience). This suggests that the module is perceived similarly across different groups of evaluators, supporting its reliability as an instructional resource regardless of teacher specialization.

Overall, contextualization serves as an equalizer in instruction, ensuring that learning content remains accessible and engaging for students within the study context, including those from both Poblacion and Island Barangay areas. This supports the effectiveness of the module in addressing learner diversity and improving instructional delivery in TLE–Illustration.

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