

# The Development And Validation Of Instructional Materials For Theories And Practices On Master In Public Administration

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## **ABSTRACT:**

*In the rapidly evolving field of public administration, the integration of theoretical knowledge and practical skills within educational frameworks is vital for the preparation of competent future leaders. This study aimed to develop and validate instructional modules on theories and practices for Master's in Public Administration (MPA) students at Laguna State Polytechnic University, Sta. Cruz Main Campus (LSPU-SCC). Utilizing a descriptive research design, data were collected from 100 MPA students to evaluate the modules' acceptability across three dimensions: learning content, format and style, and evaluation and learning activities. The results indicated that the learning content was rated as highly acceptable, reflecting its relevance and clarity. However, the format and style, along with evaluation and learning activities, received moderate acceptability ratings, suggesting a necessity for further refinement. These findings underscore the importance of continuous development and validation of instructional materials to enhance the quality of public administration education. The study recommends future research to explore the impact of digital instructional tools in public administration training within developing countries, assess their role in promoting ethical decision-making, and compare the effectiveness of case-based versus theoretical pedagogical approaches. Sustained efforts in instructional design are essential to ensure that MPA programs remain responsive to the complexities of public sector challenges and effectively prepare students for professional practice.*

**Keywords:** Public Administration Education, Instructional Module Development, Module Validation, Educational Frameworks in Public Sector

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## **1. INTRODUCTION:**

In the continually evolving realm of public administration, the necessity for effective educational frameworks that incorporate both theoretical knowledge and practical skills has reached unprecedented levels of importance. Public administration courses are structured to provide aspiring leaders with the essential tools required to address intricate governmental and organizational challenges [1]. Nonetheless, the effectiveness of these programs frequently depends on the caliber and relevance of their instructional resources.

The dynamic nature of challenges faced by the public sector necessitates that educational settings not only convey foundational theories but also integrate contemporary practices and case studies. Despite the critical role that instructional materials play in shaping the competencies of future public administrators, a gap frequently exists between theoretical instruction and practical application [2]. This discrepancy underscores the necessity for instructional materials that are both theoretically sound and practically relevant, as well as empirically validated [3].

Instructional materials play a pivotal role in the education of Public Administration students by enhancing their comprehension of complex concepts, theories, and practices. Resources such as textbooks, case studies, multimedia tools, and practical instruments serve as foundational elements that bridge theoretical knowledge with real-world applications [4], [5], [6].

Additionally, instructional materials clarify government processes, public policy formulation, budgeting, ethics, and organizational behavior [7], [8]. They provide practical insights through case studies that illustrate how administrative decisions impact society. Furthermore, multimedia resources and interactive tools can simulate real-world scenarios, preparing students for the challenges they will encounter as public sector leaders [2], [5], [9].

In essence, well-structured instructional materials cultivate critical thinking, problem-solving, and decision-making abilities, which are imperative for prospective public administrators to efficiently manage public resources, interact with stakeholders, and contribute to the overarching governance of communities [4], [9]. These resources guarantee that the learning experience is not merely theoretical but also practical, pertinent, and adaptable to the dynamic landscape of public service [10].

Instructional materials are indispensable in the development of the knowledge base, skills, and ethical foundations requisite for public administrators to proficiently serve their communities and address the evolving challenges of governance [11], [12]. The validation of these instructional materials will constitute a critical component of this study. This process will involve rigorous testing to ensure that the materials meet educational standards and effectively contribute to the learning outcomes of students. The validation process will encompass feedback from educators and students, as well as assessments of the materials' impact on students' understanding and application of public administration concepts [6], [13], [14], [15].

Numerous research studies offer significant insights into the development, pedagogy, and evaluation of instructional materials across diverse educational contexts. These studies frequently utilize systematic methodologies to design instructional resources that align with learners' needs and curricular standards. For instance, research involving the development of instructional modules often incorporates expert validation and learner feedback to evaluate content accuracy, format, and usability, thereby ensuring that the materials are both pertinent and effective. [16]. Pedagogical approaches, such as the discovery method, have been integrated into instructional design to enhance student engagement and comprehension, particularly in the field of science education. [17]. Evaluation processes typically involve quantitative measures, including Likert-scale surveys, to determine acceptability and effectiveness from both student and teacher perspectives [18]. Additionally, developmental research designs facilitate iterative refinement of materials based on empirical data, promoting continuous improvement. Collectively, these studies underscore the critical role of rigorous development and evaluation frameworks in producing instructional materials that support meaningful learning outcomes and address the evolving demands of educational programs.

This research endeavors to address this gap by developing a set of instructional materials specifically aligned with the curriculum of Public Administration. These materials will be meticulously designed with a dual focus: to establish a robust theoretical foundation and to enable the practical application of these theories in real-world scenarios. The development process will encompass a thorough review of existing educational settings, consultations with subject matter experts, and the integration of best practices from both academic and professional domains.

## **2. METHODS AND METHODOLOGY:**

This study employed a descriptive approach, as articulated by [19]. Descriptive research strives to accurately and systematically portray a population, situation, or phenomenon. A descriptive research design may incorporate a diverse array of research methods to examine one or more variables.

Descriptive statistics, including percentages, means, and standard deviations, were employed to analyze the evaluation ratings provided by both experts and student respondents, as well as the pretest and posttest scores attained by the student respondents. Additionally, textual interpretation was utilized in the reporting of the supporting qualitative data. To facilitate a comparison between the evaluation ratings of experts and those of student participants, a statistical analysis was conducted using a t-test for independent means, established at a significance level of 0.05. Lastly, to assess the effectiveness of the instructional materials, the pretest results were statistically compared with the posttest results through a paired t-test, also set at a significance level of 0.05.

A Likert-type checklist was employed in this study to assess respondents' perceptions. The scale used ranged from 1 to 5, with corresponding verbal interpretations to categorize the level of acceptability. Specifically, a score between 4.50 and 5.00 was interpreted as "Highly Acceptable" (HA), 3.50 to 4.49 as "Moderately Acceptable" (MA), 2.50 to 3.49 as "Acceptable" (A), 1.50 to 2.49 as "Fairly Acceptable" (FA), and 1.00 to 1.49 as "Poorly Acceptable" (PA). This scale facilitated a nuanced evaluation of the instructional modules' components based on participant feedback [19].

### 3. RESULTS AND DISCUSSION:

#### *Perceived Level of Acceptability*

The level of Acceptability is described in terms of Learning Contents, Format and Style, and Evaluation and Learning Activities, and it is determined by mean and standard deviation.

**Table 2.** Perceived Level of Acceptability in Terms of Learning Contents

Learning Contents	M	SD	Interpretation
1. The language is suitable for the respondents.	4.50	0.66	HA
2. The language is easy to comprehend	4.69	0.54	HA
3. Systematically and chronologically arranged according to subjects and subtopics.	4.63	0.63	HA
4. The coverage and scope are continuously tailored to the requirements and preferences of Public Administration	4.72	0.51	HA
5. The contents are easily to understand.	4.21	0.73	MA
Overall Mean	4.55	0.39	HA

According to the perceptions of the respondents, the level of validation regarding the Instructional Strategies in Theories and Practices of Public Administration, in terms of Learning Contents, was generally rated as highly accepted. The coverage and scope, continuously tailored to meet the requirements and preferences of Public Administration students, received the highest ratings (M=4.72, SD=0.51). Conversely, the contents that were easily comprehensible received the lowest ratings (M=4.21, SD=0.73). While not all item indicators received a verbal interpretation of highly accepted, the overall mean of 4.55, supported by a standard deviation value of 0.39, indicates that the respondents strongly agreed that the validation of Instructional Strategies is highly acceptable.

**Table 3.** Perceived Level of Acceptability in Terms of Format and Style

Format and Style	M	SD	Interpretation
1. Properly defined format and style.	4.48	0.66	MA
2. Illustrations have a pleasing and lovely quality.	4.62	0.60	HA
3. Sources are referenced and illustrations are appropriately labeled.	4.64	0.61	HA
4. Simple and aesthetically pleasant designs and layouts are used.	4.49	0.66	MA
5. Citations are made with clarity.	3.99	0.72	MA
Overall Mean	4.44	0.42	MA

Additionally, the table demonstrates that the level of validation of the Instructional components in the Theories and Practices of the Public Administration program, in terms of Font and Style, was predominantly regarded as moderately accepted based on the perceptions of the respondents. The clarity of citations made by public administration students was evaluated, yielding a mean of 3.99 and a standard deviation of 0.72, which constituted the lowest rating. Furthermore, the content was found to be easily understandable, with the lowest ratings recorded at a mean of 4.64 and a standard deviation of 0.61. Overall, the ratings received a verbal interpretation of moderately accepted, as indicated by the overall mean of 4.44, supported by a standard deviation value of 0.42, thereby suggesting that the respondents' validation of the Instructional components is at a moderately acceptable level.

**Table 4.** Perceived Level of Acceptability in Terms Evaluation and Learning Activities

Evaluation and Learning Activities	M	SD	Interpretation
1. Specified the evaluation's foundation in detail (e.g., Rubric Assessment).	4.49	0.70	MA
2. Engaging, productive, and inspire students.	4.41	0.66	MA

3. Regarded as collaborative, group, and individual learning	4.37	0.68	MA
4. Encourage the students' full development on all levels—social, mental, and physical.	3.97	0.68	MA
Overall Mean	4.32	0.73	MA

Based on the respondents' perceptions, the level of validation for instructional materials in Theories and Practices of the Master's in Public Administration, in terms of evaluation and learning activities, was generally rated as moderately accepted. All item indicators received a verbal interpretation of moderately accepted, as indicated by the overall mean of 4.44, supported by a standard deviation value of 0.49. This suggests that the respondents' validation of the instructional materials is at a moderately acceptable level.

#### 4. CONCLUSION AND RECOMMENDATION

The findings indicate that the level of acceptability regarding learning contents was generally viewed as highly satisfactory. In contrast, the level of acceptability pertaining to format and style, as well as evaluation and learning activities, suggested that the respondents' validation of instructional materials is moderately acceptable. These findings and their implications pertain to the development and validation of instructional materials within the theories and practices of the Master's program in Public Administration, as perceived by students at Laguna State Polytechnic University. The instrument employed to assess the acceptability of the instructional materials consisted of three subscales: "Learning Contents" ( $\alpha=.72$ ), Format and Style ( $\alpha=.81$ ), and Evaluation and Learning Activities ( $\alpha=.86$ ).

Based on the findings, the development and validation of instructional materials within the domains of public administration theories and practices hold paramount significance in ensuring that Master of Public Administration (MPA) programs consistently produce competent and knowledgeable professionals within the public sector. By focusing on both theoretical foundations and practical applications, this study aims to bridge the gap between academic instruction and real-world implementation, thus enhancing the overall quality and relevance of public administration education. Through a systematic methodology, this thesis seeks to provide a set of validated, practical tools designed to enrich the educational experience for students and make a substantial contribution to the broader field of public administration education.

Based on the findings, it is advisable to investigate the influence of digital instruction on the training of public administration in developing countries, evaluate the role of instruction in promoting ethical decision-making within the public service, analyze the effectiveness of case studies in comparison to theoretical approaches in public administration education, and commit to ongoing efforts for the development of instructional materials intended to enhance the authenticity and relevance of the educational experience for students pursuing a master's degree in public administration.

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