

MODULAR SUBJECTS: A DEEPER LOOK INTO  
STUDENTS' EXPERIENCES

A Qualitative Study

A Research Paper Presented to  
The Faculty of the College of Business  
Of John B. Lacson Foundation Maritime University-Molo Inc.

In Partial Fulfillment  
of the Requirements for the Subject  
Methods of Research

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October, 2008

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Subjects: A Deeper Look Into Students' Experiences;*  
Unpublished Undergraduate Research, John B. Lacson  
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*Abstract*

This research pursued the qualitative approach in looking into the deeper side of students' experiences in modular subjects. The main focus of the research was the subject itself, the teacher and the classmates of the respondents. Utilizing semi-structured interviews, the researchers were able to gather data from the respondents about their experiences while taking their modular subjects. The respondents of this study were the three BSCSM students of the College of Business, JBLFMU-Molo, Inc. Joy continued her studies despite the financial problem she faced. She made it to the dean's list but she admitted that she cheated on her modular subjects. Tony on the other hand, an average student with a strong passion for dance reasoned out his joining for cheerdance

competition truly affected his grades. Grace had resentments over the gap between her grades in her two modular subjects. They collectively agreed that the teacher plays little or no interference in modular subjects that are supposedly be self-based learning. Both Grace and Tony agreed that Filipino 2 was effective and appropriate as a modular subject. However, History 1 was not an effective modular subject and should be taught in traditional way as cited by Joy because there were many lessons involved and the students had no idea though they have taken this up from their high school. Joy's class was already familiar with each other since they were classmates in the preceding semesters while Tony's class was a mixture of deviant people and most of them were very noisy and Grace's class was a bit silent at though it was a mixture of students from different sections the preceding semester. It was found out that academic cheating was prevalent in their modular classes and two of them admitted that they too performed the same practice.