

## ABSTRACT

This study was conducted at Capiz State University Dumarao Satellite College, Dumarao, Capiz utilizing the 136 graduating students as respondents from the Teacher Education Department, Criminology Department and Agriculture Department enrolled in Second Semester of A.Y 2022-2023. This study was conducted to find out the Level of Efficacy and Engagement Under Traditional and Modular of Graduating Students, specifically, it aimed to answer the following; 1) What is the level of efficacy under traditional and modular learning among graduating students when grouped as a whole and when classified into socio-demographic profile? 2) What is the level of engagement under the traditional and modular learning among graduating students when grouped as a whole and when classified into socio-demographic profile? 3) Is there a significant difference on the level of learning efficacy under traditional and modular learning among graduating students when classified into the socio-demographic profile? 4) Is there a significant difference on the level of learning engagement under traditional and modular learning among graduating students when classified into the socio-demographic profile? 5) Is there a significant difference on the level of learning efficacy between traditional and modular learning as modes of instruction? 6) Is there a significant difference on the level of learning engagement between traditional and modular learning as modes of instruction? 7) Is there a significant relationship between the learning efficacy and learning engagement of graduating students under the different modes of learning?

Simple random sampling technique using the formula used by Cochran to determine the sample size. The data were analyzed using descriptive statistics such as means and t-test while inferential statistics such as ANOVA and Spearman rho was used in determining the associations between and among variables.

The study shows that graduating students have a “High” Level of Efficacy and Level of Engagement under Traditional and Modular Learning when grouped as a whole and when classified according to profile.

There are no significant differences on the Level of Efficacy and Level of Engagement between Traditional and Modular Learning as a mode of instruction as to age, sex, and family monthly income. While there is a significant difference on the Level of Efficacy and Engagement as to Course.

There are significant relationships between the Level of Efficacy and Level of Engagement under both modes of learning. This means that they are significantly correlated and have a positive relationship.

It was concluded that the higher the efficacy and engagement of the student in their academic-related activities, the higher their academic performances. From these results, faculty may use these results to assess the efficacy and engagement of the students on modes of learning that contribute to higher academic performance.