This study was conducted to develop and validate computer-assisted programmed materials in modular form for the teaching of Nursing 105 - Nursing Leadership and Management. The topics covered were taken from the syllabus of the course which includes the following: introduction to nursing leadership, theories of nursing leadership, the traits of a good nurse leader, the four nursing leadership styles, the roles of nursing leaders, and the relationship of leadership to management.

In the development of the modules, the researcher used the research and development (R and D) cycle called research-based development technology. The major steps followed by the researcher is developing the materials include: 1) preliminary preparation; 2) bibliographical research to determine writing specifications; 3) development of modules; 4) preliminary validation of module; 5) revision of the modules; and try-out of the modules; and 7) final revision and production of the modules.

The modules were evaluated by clinical instructors, nursing managers, instructional technology (IT) professionals and experts in module writing by using a five point scale. A questionnaire was used to determine their reactions regarding the usefulness of the instructional materials and a test was constructed and validated to determine student’s mastery of the lesson. The data were analyzed with the use of mean and t-test of correlated samples.

The significance findings of the study are the following: 1) the computed section means of 4.50, 4.55, and 4.57 for the computer programs in nursing leadership with a general mean rating of 4.51 with the descriptive rating of highly satisfactory show the evaluator’s favorable response to the programs as determined by the rating scale for evaluating self-instructional materials; 2) the overall mean rating of 4.51 shows that
evaluator's favorable response to the items regarding usefulness of the computer programs; 3) the computed t-value of 9.56 for the use of the programs indicates a highly significant difference between the pretest and posttest scores of the students; and 4) the f-value of .046, 1.941 and 2.776 shows no significant difference between the perceptions of clinical instructors and nurse managers and information technology professionals respectively on the effectiveness of the computer modules in nursing leadership and management.

Consequent to the foregoing findings, the following conclusions are drawn: 1) The computer-assisted programmed materials are valid in terms of instructional quality, type of interactivity and liveliness, ability to meet an identified learning need, and ability to satisfy learning outcomes; 2) The computer programs are effective based on the comparison of differences of the posttest and pretest of the students. Hence they can be effective for improving the competency level of students.