

ABSTRACT

Marivic S. Andrada, Mary Anne C. Antonio, Eman Henry D. Gimong, and Nemuel F. Villasis., Capiz State University, Mambusao, Capiz. June 2022. Acceptability and Adaptability of Teacher-Made Modules of BSED Math Students

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This study was conducted at Capiz State University Burias Campus during the school year 2021-2022.

The objective of the study was to determine the acceptability and adaptability of teacher-made modules of BSED Math students. More specifically, the study ascertained if selected variables like sex, year level, monthly family income, and parents' educational attainment significantly affect the acceptability and adaptability of BSED Math students towards teacher-made modules.

Respondents of the study were the 45 BSED math students who were taken at random from four year levels.

Data were gathered using an adopted and researcher-constructed questionnaire. Data were analyzed using both the descriptive statistics, such as frequency counts, means and percentages; and inferential statistics, such as Spearman Rho, t-test, and Analysis of Variance (ANOVA) interpreted at 5 percent level of significance using the Statistical Package for the Social Sciences Program (SPSS).

Results of the study revealed that majority of the respondents were female, mostly were second year college students, most of the respondents have below 10, 000 monthly family income and had fathers who were mostly elementary level and mothers who were mostly high school level.

Respondents perceived that the acceptability of teachers-made modules was acceptable and the respondents rated the adaptability of teacher-made modules were slightly adaptable. A significant difference existed in the level of acceptability of the respondents towards teacher-made modules when grouped according to year level.

Moreover, no significant differences existed in the level of adaptability of the respondents towards teacher-made modules when grouped according to sex, year level, monthly family income, and parents' educational attainment. Lastly, there was a correlation between the acceptability and adaptability of the respondents towards teacher-made modules.