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ACCEPTABILITY OF GRADE 7 SCIENCE TEACHING GUIDE
AS PERCEIVED BY GRADE 7 SCIENCE TEACHERS
IN THE DIVISION OF AGUSAN DEL SUR

A THESIS

Presented to

the College of Graduate Studies and Teacher Education Research
Philippine Normal University
Mindanao

In Partial Fulfillment
Of the Requirements for the Degree
MASTERS OF ARTS IN EDUCATION
With Specialization in Science Education

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April 2015



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CERTIFICATE OF APPROVAL

The thesis attached hereto, titled **ACCEPTABILITY OF GRADE 7 SCIENCE TEACHING GUIDE AS PERCEIVED BY GRADE 7 SCIENCE TEACHERS IN THE DIVISION OF AGUSAN DEL SUR**, prepared and submitted by **MARY GRACE P. DELA CRUZ** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION with specialization in Science Education**, is hereby recommended for oral examination.

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Abstract

- Title** : Acceptability of Grade 7 Science Teaching Guide as Perceived by Grade 7 Science Teachers in the Division of Agusan del Sur
- Name** : Mary Grace P. dela Cruz
- Degree** : Master of Arts in Education
- Specialization:** Science Education
- Adviser** : Fabian C. Pontiveros, Jr.
- Keywords** : Teaching Guides, Acceptability, Evaluation, Grade 7 Science

The study aims to evaluate the present Grade 7 Science teaching guides issued by the Department of Education. The respondents of the study are 30 public secondary Grade 7 Science teachers of Agusan del Sur for school year 2013 – 2014 with science teaching experience for at least three years. The teacher - respondents determined the level of acceptability of all modules from Unit I to Unit IV of teaching guide in terms of objectives, contents, organization, procedure and methodology, and evaluation. The instrument used was adopted and modified from the work of Campos (2003) which was validated by group of experts. Revisions were done considering the suggestions of the expert validators. The

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questionnaire is composed of the respondents' profile, perception on the level of acceptability of the grade 7 science teaching guides in terms of objectives, contents, organization, procedure and methodology, and evaluation, and comments and suggestions for the improvement of the teaching guide. This study concludes that *objectives* of Modules from Unit I to Unit IV were "acceptable", *contents* of Modules from Unit I to Unit IV were "acceptable", *organization* of Modules from Unit I to Unit III were "acceptable while *organization* of Modules of Unit IV were "moderately acceptable", *procedure and methodology* of Modules from Unit I to Unit IV were "acceptable" and *evaluation* of Modules from Unit I to Unit IV were also "acceptable". Generally, there is no significant difference in the perceptions of the respondents about the teaching guide objectives, contents, organization, procedure and methodology, and evaluation when group according to profile. The teaching guide must be complete, enough information and specific examples must be provided, and activities must be lessened as suggested by the teachers. This study recommends for the improvement of the teaching guide with special attention to modules that receives lower or moderate ratings.

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Abstrak

Pamagat : Acceptability of Grade 7 Science Teaching Guide as Perceived by Grade 7 Science Teachers in the Division of Agusan del Sur

Pangalan : Mary Grace P. dela Cruz

Digri : Master of Arts in Education

Espesyalisasyon: Science Education

Tagapayo : Fabian C. Pontiveros, Jr.

Keywords : Teaching Guides, Acceptability, Evaluation, Grade 7 Science

Ang pag – aaral ay naglalayong suriin ang kasalukuyang Gabay sa Pagtuturo ng Science Baitang 7 na ibinigay ng Kagawaran ng Edukasyon. Ang mga respondent sa pag – aaral ay binubuo ng tatlung (30) pampublikong guro sa sekondarya mula sa Dibisyon ng Agusan del Sur na nagtuturo ng naturang asignatura sa taong panuruan 2013 - 2014 at hindi bababa sa tatlong taon ang karanasan sa pagtuturo. Ang gurong – respondent ang tumukoy sa lebel ng pagiging katanggap – tanggap ng lahat ng modyul mula Unang Yunit hanggang Ikaapat na Yunit ng Gabay sa Pagtuturo ayon sa mga layunin, nilalaman, organisasyon, pamamaraan, at metodolohiya, at ebalwasyon. Ang instrumentong ginamit ay hinango at

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minomodipika mula sa pag – aaral ni Campos (2003) na pinagtibay ng mga eksperto. Ang palatanungan ay binubuo ng profayl ng mga respondent, pananaw sa lebel ng pagiging katanggap-tanggap ng mga Gabay sa Pagtuturo ng Science Baitang 7 ayon sa mga layunin, nilalaman , organisasyon , pamamaraan at metodolohiya, at abalwasyon at mga puna at suhestiyon para sa pagpapabuti ng Gabay sa Pagtuturo. Napag- alaman sa pag – aaral na ito na ang *layunin* ng modyul mula Yunit I hanggang Yunit IV ay “katanggap – tanggap”; ang *nilalaman* ng modyul mula Yunit I hanggang Yunit IV ay “katanggap – tanggap” din; ang *organisasyon* ng modyul mula Yunit I hanggang Yunit III ay “katanggap – tanggap”; habang ang *organisasyon* sa Yunit IV ay “katamtamang katanggap – tanggap”; ang *pamamaraan at metodolohiya* ng modyul mula Yunit I hanggang Yunit IV ay “katanggap – tanggap”; at ang ebalwasyon ng modyul mula Yunit I hanggang Yunit IV ay “katanggap – tanggap” din. Sa pangkalahatan, napatunayang walang makabuluhang kaibahan ang pananaw ng mga respondent sa Gabay sa Pagtuturo ayon sa mga layunin, nilalaman , organisasyon , pamamaraan at metodolohiya, at ebalwasyon kapag pinangkat ayon sa profayl. Iminumungkahi ng mga gurong-respondent na ang Gabay sa Pagtuturo ay kailangang kumpleto, sapat ang impormasyon, tiyak ang mga halimbawang inilhad, at kailangang

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mabawasan ang mga gawain. Inirerekomenda rin ng pag-aaral na ito para sa ikabubuti ng Gabay sa Pagtuturo na bigyan ng masusing pagtingin ang mga modyul na may natamong mababa o katamtamang marka lang.

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ACKNOWLEDGEMENT

The researcher feels the honor to acknowledge the following individuals for the accomplishment of this manuscript for without their inspiration, encouragement, wisdom, assistance and time this paper would not be realized.

GOD Almighty, the kind and merciful, the source of everything and for HIS never – ending blessings especially for the gift of life, wisdom, and ideas;

Prof. Fabian C. Pontiveros, Jr., thesis adviser and statistician, for his expertise, kind supervision, constructive comments, and sincere advice;

Late **Prof. Aida V. Peguit**, instrument validator, for her expertise, constant encouragement, insightful guidance, generosity, kindness and suggestions;

Prof. Cesario C. Galanida, Mr. Abraham L. Masendo, Mrs. Imelda P. Lao, and Mr. Romeo A. Villarín, instrument validators, for their expertise, deep insight, valuable suggestions and precious time. For all their help, it had motivated the researcher to continue and finish this laborious and challenging study;

Gov. Adolph Edward G. Plaza, Vice Gov. Santiago Cane, and Hon. Cesar M. Alonde for sponsoring the financial assistance given to the researcher's masteral study;

Members of the Oral Examination Committee, **Prof. Cornelio L. Labao, Jr, Dr. Elvira V. Chua** and **Prof. Rose D. Arquion** for their expertise and insightful suggestions for the enhancement of this work;

The **thirty teacher - respondents** of this study, who gave time, patience and shared their expertise in evaluating the teaching guides;

Dr. Teresita P. Tranquilan, Schools Division Superintendent for her approval of the conduct of the study in Agusan del Sur division and **school heads** of the respondents for helping the researcher in facilitating and letting their teachers answer the survey questionnaire;

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

Mr. Eduardo J. Julve, the researcher's school head, for his understanding and support for the conduct of the study and to the faculty and staff of Patin – ay National High School for their encouragement;

Mr. Wilmer F. Paracale and **Mrs. Imelda N. Paracale**, the researcher's parents, who supported her financially, emotionally and spiritually. They inspired her to finish this study especially their effort in helping her administering and delivering the instruments to the different schools in Agusan del Sur despite of the rough roads and bad weather conditions. Their sacrifices, love, and support become her light to pursue and finish her schooling;

The researcher is also grateful to her **brothers and sisters** for their support, inspiration and love; and

Mr. Jovenal V. dela Cruz Jr., Mary Yoannah Alyssa and **Mary Eloisa Zabel**, the researcher's family, for the love, inspiration, support, understanding, and sacrifices for without them this thesis would have remained a dream.

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The National Center for Teacher Education

I lovingly dedicate this thesis
to my loving husband **Jov**,
my beloved daughters **Mya and Zabel**,
and to my supportive parents **Wilmer and Imelda**
whose love, support, and understanding
resulted to the success of this undertaking
and most especially to **God Almighty**
for all HIS blessings.

----- Grace -----



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	viii
DEDICATION	x
LIST OF TABLES	xiv
LIST OF APPENDICES	xxiv
 Chapter 1 THE PROBLEM AND ITS BACKGROUND	
1.1 Introduction.....	1
1.2 Conceptual Framework.....	4
1.3 Research Paradigm.....	6
1.4 Statement of the Problem.....	7
1.5 Significance of the Study.....	8
1.6 Scope and Delimitations of the Study.....	9
1.7 Definition of Terms.....	10
 Chapter 2 REVIEW OF RELATED LITERATURE	
2.1 Conceptual Literature.....	12



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

2.2 Research Literature.....	25
Chapter 3 METHODS AND PROCEDURES	
3.1 Research Design.....	32
3.2 Respondents of the Study.....	33
3.3 Setting of the Study.....	33
3.4 Research Instrument.....	36
3.5 Data Gathering Procedure.....	36
3.6 Data Analysis.....	37
Chapter 4 PRESENTATION, ANALYSIS, AND INTERPRETATION	
4.1 Profile of Respondents.....	39
4.2 Level of Acceptability of the Grade 7 Science Teaching Guide.	42
4.2.1 Unit I of Teaching Guide.....	43
4.2.2 Unit II of Teaching Guide.....	110
4.2.3 Unit III of Teaching Guide.....	177
4.2.4 Unit IV of Teaching Guide.....	259
4.3 Comments and Suggestions for the Improvement of Grade	
7 Science Teaching Guide.....	315



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Chapter 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary.....	318
5.1.1 The Problem.....	318
5.1.2 The Procedure.....	319
5.1.3 The Findings.....	320
5.2 Conclusions.....	327
5.3 Recommendations.....	329
REFERENCES.....	330
APPENDICES	
A Letter for Validation of the Questionnaire.....	333
B Validation Form of the Survey Instrument.....	334
C Questionnaire on the Acceptability of Grade 7 Science Teaching Guide as Perceived by Grade 7 Science Teachers in the Division of Agusan del Sur.....	339
D Letter of Permission to Schools Division Superintendent.....	348
E Letter of Permission to School Heads.....	349
F List of Experts who Validated the Instrument.....	350
CURRICULUM VITAE.....	351



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

LIST OF TABLES

TABLE	PAGE
4.1 Gender Profile of the Respondents.....	39
4.2 Age Profile of the Respondents.....	40
4.3 Academic Specialization of the Respondents.....	41
4.4 Years of Teaching Experience of the Respondents.....	41
4.5 Level of Seminars Attended.....	42
4.6.1 Level of Acceptability of Module 1 of Unit I Teaching Guide in terms of <i>Objectives</i>	44
4.6.2 Level of Acceptability of Module 1 of Unit I Teaching Guide in terms of <i>Contents</i>	46
4.6.3 Level of Acceptability of Module 1 of Unit I Teaching Guide in terms of <i>Organization</i>	48
4.6.4 Level of Acceptability of Module 1 of Unit I Teaching Guide in terms of <i>Procedure and Methodology</i>	50
4.6.5 Level of Acceptability of Module 1 of Unit I Teaching Guide in terms of <i>Evaluation</i>	53
4.6.6 Level of Acceptability of <i>Module 1 of Unit I</i> Teaching Guide.....	55
4.7.1 Level of Acceptability of Module 2 of Unit I Teaching Guide in terms of <i>Objectives</i>	57
4.7.2 Level of Acceptability of Module 2 of Unit I Teaching Guide in terms of <i>Contents</i>	59



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.7.3	Level of Acceptability of Module 2 of Unit I Teaching Guide in terms of <i>Organization</i>	60
4.7.4	Level of Acceptability of Module 2 of Unit I Teaching Guide in terms of <i>Procedure and Methodology</i>	63
4.7.5	Level of Acceptability of Module 2 of Unit I Teaching Guide in terms of <i>Evaluation</i>	65
4.7.6	Level of Acceptability of <i>Module 2 of Unit I</i> Teaching Guide.....	67
4.8.1	Level of Acceptability of Module 3 of Unit I Teaching Guide in terms of <i>Objectives</i>	69
4.8.2	Level of Acceptability of Module 3 of Unit I Teaching Guide in terms of <i>Contents</i>	71
4.8.3	Level of Acceptability of Module 3 of Unit I Teaching Guide in terms of <i>Organization</i>	73
4.8.4	Level of Acceptability of Module 3 of Unit I Teaching Guide in terms of <i>Procedure and Methodology</i>	76
4.8.5	Level of Acceptability of Module 3 of Unit I Teaching Guide in terms of <i>Evaluation</i>	78
4.8.6	Level of Acceptability of <i>Module 3 of Unit I</i> Teaching Guide.....	80
4.9.1	Level of Acceptability of Module 4 of Unit I Teaching Guide in terms of <i>Objectives</i>	82
4.9.2	Level of Acceptability of Module 4 of Unit I Teaching Guide in terms of <i>Contents</i>	84
4.9.3	Level of Acceptability of Module 4 of Unit I Teaching Guide in terms of <i>Organization</i>	86



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.9.4	Level of Acceptability of Module 4 of Unit I Teaching Guide in terms of <i>Procedure and Methodology</i>	89
4.9.5	Level of Acceptability of Module 4 of Unit I Teaching Guide in terms of <i>Evaluation</i>	91
4.9.6	Level of Acceptability of <i>Module 4 of Unit I</i> Teaching Guide.....	93
4.10.1	Level of Acceptability of Module 5 of Unit I Teaching Guide in terms of <i>Objectives</i>	95
4.10.2	Level of Acceptability of Module 5 of Unit I Teaching Guide in terms of <i>Contents</i>	98
4.10.3	Level of Acceptability of Module 5 of Unit I Teaching Guide in terms of <i>Organization</i>	100
4.10.4	Level of Acceptability of Module 5 of Unit I Teaching Guide in terms of <i>Procedure and Methodology</i>	103
4.10.5	Level of Acceptability of Module 5 of Unit I Teaching Guide in terms of <i>Evaluation</i>	106
4.10.6	Level of Acceptability of <i>Module 5 of Unit I</i> Teaching Guide.....	108
4.11.1	Level of Acceptability of Module 1 of Unit II Teaching Guide in terms of <i>Objectives</i>	111
4.11.2	Level of Acceptability of Module 1 of Unit II Teaching Guide in terms of <i>Contents</i>	113
4.11.3	Level of Acceptability of Module 1 of Unit II Teaching Guide in terms of <i>Organization</i>	115
4.11.4	Level of Acceptability of Module 1 of Unit II Teaching Guide in terms of <i>Procedure and Methodology</i>	117



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.11.5	Level of Acceptability of Module 1 of Unit II Teaching Guide in terms of <i>Evaluation</i>	120
4.11.6	Level of Acceptability of <i>Module 1 of Unit II</i> Teaching Guide.....	122
4.12.1	Level of Acceptability of Module 2 of Unit II Teaching Guide in terms of <i>Objectives</i>	124
4.12.2	Level of Acceptability of Module 2 of Unit II Teaching Guide in terms of <i>Contents</i>	126
4.12.3	Level of Acceptability of Module 2 of Unit II Teaching Guide in terms of <i>Organization</i>	128
4.12.4	Level of Acceptability of Module 2 of Unit II Teaching Guide in terms of <i>Procedure and Methodology</i>	131
4.12.5	Level of Acceptability of Module 2 of Unit II Teaching Guide in terms of <i>Evaluation</i>	134
4.12.6	Level of Acceptability of <i>Module 2 of Unit II</i> Teaching Guide.....	136
4.13.1	Level of Acceptability of Module 3 of Unit II Teaching Guide in terms of <i>Objectives</i>	138
4.13.2	Level of Acceptability of Module 3 of Unit II Teaching Guide in terms of <i>Contents</i>	140
4.13.3	Level of Acceptability of Module 3 of Unit II Teaching Guide in terms of <i>Organization</i>	142
4.13.4	Level of Acceptability of Module 3 of Unit II Teaching Guide in terms of <i>Procedure and Methodology</i>	144
4.13.5	Level of Acceptability of Module 3 of Unit II Teaching Guide in terms of <i>Evaluation</i>	147



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.13.6	Level of Acceptability of <i>Module 3 of Unit II</i> Teaching Guide.....	149
4.14.1	Level of Acceptability of Module 4 of Unit II Teaching Guide in terms of <i>Objectives</i>	151
4.14.2	Level of Acceptability of Module 4 of Unit II Teaching Guide in terms of <i>Contents</i>	153
4.14.3	Level of Acceptability of Module 4 of Unit II Teaching Guide in terms of <i>Organization</i>	155
4.14.4	Level of Acceptability of Module 4 of Unit II Teaching Guide in terms of <i>Procedure and Methodology</i>	158
4.14.5	Level of Acceptability of Module 4 of Unit II Teaching Guide in terms of <i>Evaluation</i>	160
4.14.6	Level of Acceptability of <i>Module 4 of Unit II</i> Teaching Guide.....	162
4.15.1	Level of Acceptability of Module 5 of Unit II Teaching Guide in terms of <i>Objectives</i>	164
4.15.2	Level of Acceptability of Module 5 of Unit II Teaching Guide in terms of <i>Contents</i>	167
4.15.3	Level of Acceptability of Module 5 of Unit II Teaching Guide in terms of <i>Organization</i>	169
4.15.4	Level of Acceptability of Module 5 of Unit II Teaching Guide in terms of <i>Procedure and Methodology</i>	171
4.15.5	Level of Acceptability of Module 5 of Unit II Teaching Guide in terms of <i>Evaluation</i>	174
4.15.6	Level of Acceptability of <i>Module 5 of Unit II</i> Teaching Guide.....	176



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.16.1	Level of Acceptability of Module 1 of Unit III Teaching Guide in terms of <i>Objectives</i>	178
4.16.2	Level of Acceptability of Module 1 of Unit III Teaching Guide in terms of <i>Contents</i>	180
4.16.3	Level of Acceptability of Module 1 of Unit III Teaching Guide in terms of <i>Organization</i>	182
4.16.4	Level of Acceptability of Module 1 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i> ...	184
4.16.5	Level of Acceptability of Module 1 of Unit III Teaching Guide in terms of <i>Evaluation</i>	187
4.16.6	Level of Acceptability of <i>Module 1 of Unit III</i> Teaching Guide.....	189
4.17.1	Level of Acceptability of Module 2 of Unit III Teaching Guide in terms of <i>Objectives</i>	191
4.17.2	Level of Acceptability of Module 2 of Unit III Teaching Guide in terms of <i>Contents</i>	193
4.17.3	Level of Acceptability of Module 2 of Unit III Teaching Guide in terms of <i>Organization</i>	195
4.17.4	Level of Acceptability of Module 2 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i>	198
4.17.5	Level of Acceptability of Module 2 of Unit III Teaching Guide in terms of <i>Evaluation</i>	200
4.17.6	Level of Acceptability of <i>Module 2 of Unit III</i> Teaching Guide.....	202
4.18.1	Level of Acceptability of Module 3 of Unit III Teaching Guide in terms of <i>Objectives</i>	205



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.18.2	Level of Acceptability of Module 3 of Unit III Teaching Guide in terms of <i>Contents</i>	206
4.18.3	Level of Acceptability of Module 3 of Unit III Teaching Guide in terms of <i>Organization</i>	208
4.18.4	Level of Acceptability of Module 3 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i>	211
4.18.5	Level of Acceptability of Module 3 of Unit III Teaching Guide in terms of <i>Evaluation</i>	213
4.18.6	Level of Acceptability of <i>Module 3 of Unit III</i> Teaching Guide.....	215
4.19.1	Level of Acceptability of Module 4 of Unit III Teaching Guide in terms of <i>Objectives</i>	217
4.19.2	Level of Acceptability of Module 4 of Unit III Teaching Guide in terms of <i>Contents</i>	219
4.19.3	Level of Acceptability of Module 4 of Unit III Teaching Guide in terms of <i>Organization</i>	221
4.19.4	Level of Acceptability of Module 4 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i>	223
4.19.5	Level of Acceptability of Module 4 of Unit III Teaching Guide in terms of <i>Evaluation</i>	226
4.19.6	Level of Acceptability of <i>Module 4 of Unit III</i> Teaching Guide.....	228
4.20.1	Level of Acceptability of Module 5 of Unit III Teaching Guide in terms of <i>Objectives</i>	230
4.20.2	Level of Acceptability of Module 5 of Unit III Teaching Guide in terms of <i>Contents</i>	232



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.20.3	Level of Acceptability of Module 5 of Unit III Teaching Guide in terms of <i>Organization</i>	235
4.20.4	Level of Acceptability of Module 5 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i>	237
4.20.5	Level of Acceptability of Module 5 of Unit III Teaching Guide in terms of <i>Evaluation</i>	240
4.20.6	Level of Acceptability of <i>Module 5 of Unit III</i> Teaching Guide.....	242
4.21.1	Level of Acceptability of Module 6 of Unit III Teaching Guide in terms of <i>Objectives</i>	245
4.21.2	Level of Acceptability of Module 6 of Unit III Teaching Guide in terms of <i>Contents</i>	247
4.21.3	Level of Acceptability of Module 6 of Unit III Teaching Guide in terms of <i>Organization</i>	249
4.21.4	Level of Acceptability of Module 6 of Unit III Teaching Guide in terms of <i>Procedure and Methodology</i>	252
4.21.5	Level of Acceptability of Module 6 of Unit III Teaching Guide in terms of <i>Evaluation</i>	255
4.21.6	Level of Acceptability of <i>Module 6 of Unit III</i> Teaching Guide.....	257
4.22.1	Level of Acceptability of Module 1 of Unit IV Teaching Guide in terms of <i>Objectives</i>	260
4.22.2	Level of Acceptability of Module 1 of Unit IV Teaching Guide in terms of <i>Contents</i>	262
4.22.3	Level of Acceptability of Module 1 of Unit IV Teaching Guide in terms of <i>Organization</i>	265



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

4.22.4	Level of Acceptability of Module 1 of Unit IV Teaching Guide in terms of <i>Procedure and Methodology</i>	268
4.22.5	Level of Acceptability of Module 1 of Unit IV Teaching Guide in terms of <i>Evaluation</i>	272
4.22.6	Level of Acceptability of <i>Module 1 of Unit IV</i> Teaching Guide.....	275
4.23.1	Level of Acceptability of Module 2 of Unit IV Teaching Guide in terms of <i>Objectives</i>	278
4.23.2	Level of Acceptability of Module 2 of Unit IV Teaching Guide in terms of <i>Contents</i>	282
4.23.3	Level of Acceptability of Module 2 of Unit IV Teaching Guide in terms of <i>Organization</i>	285
4.23.4	Level of Acceptability of Module 2 of Unit IV Teaching Guide in terms of <i>Procedure and Methodology</i>	289
4.23.5	Level of Acceptability of Module 2 of Unit IV Teaching Guide in terms of <i>Evaluation</i>	292
4.23.6	Level of Acceptability of <i>Module 2 of Unit IV</i> Teaching Guide.....	296
4.24.1	Level of Acceptability of Module 3 of Unit IV Teaching Guide in terms of <i>Objectives</i>	299
4.24.2	Level of Acceptability of Module 3 of Unit IV Teaching Guide in terms of <i>Contents</i>	301
4.24.3	Level of Acceptability of Module 3 of Unit IV Teaching Guide in terms of <i>Organization</i>	304
4.24.4	Level of Acceptability of Module 3 of Unit IV Teaching Guide in terms of <i>Procedure and Methodology</i>	307

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

4.24.5	Level of Acceptability of Module 3 of Unit IV Teaching Guide in terms of <i>Evaluation</i>	310
4.24.6	Level of Acceptability of <i>Module 3 of Unit IV</i> Teaching Guide.....	312

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

LIST OF APPENDICES

APPENDIX		PAGE
A	Letter for Validation of the Questionnaire	333
B	Validation Form of the Survey Instrument	334
C	Questionnaire on the Acceptability of Grade 7 Science Teaching Guide as Perceived by Grade 7 Science Teachers in the Division of Agusan del Sur	339
D	Letter of Permission to Schools Division Superintendent.....	348
E	Letter of Permission to School Heads.....	349
F	List of Experts who Validated the Instrument.....	350