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User Acceptability of Developed and Validated Training Module for BFAR CAR SAAD Program Phase 2

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Abstract

The Bureau of Fisheries and Aquatic Resources- Cordillera Administrative Region (BFAR-CAR) implements the Special Area for Agricultural Development (SAAD) Program Phase 2 to enhance the livelihood and entrepreneurial competencies of fisherfolk beneficiaries. As part of its capacity-building initiatives, various training activities are conducted to equip beneficiaries with the necessary knowledge and skills. However, there is an opportunity to further strengthen training delivery through the development of a validated and standardized training module that promotes consistency, relevance, and effectiveness across learning interventions.

This study aimed to develop, validate, and determine the user acceptability of a training module for BFAR CAR SAAD Program Phase 2. Specifically, it sought to evaluate the module based on expert validation and assess its acceptability among fisherfolk beneficiaries in terms of performance expectancy, effort expectancy, social influence, and facilitating conditions.

The study employed a quantitative and correlational research design. Five (5) expert validators and fifteen (15) fisherfolk beneficiaries were selected through purposive sampling. Data were collected using validation checklist based on Content Validity Index (CVI) and a User Acceptability Checklist anchored on the Unified Theory of Acceptance and Use of Technology (UTAUT). The gathered data were analyzed using mean and Fleiss' Kappa to determine the level of acceptability and agreement among respondents.

Results revealed that the developed training module obtained an overall mean of 3.80 from expert validators and 3.53 from beneficiaries, both interpreted as Very Much Acceptable. Furthermore, a significant agreement was observed between expert validators and beneficiaries regarding the acceptability of the module. The findings indicate that the developed training module is highly acceptable and can serve as an effective instructional and extension tool for BFAR CAR SAAD Program Phase2, contributing to the enhancement of fisheries-based livelihood and enterprise development programs.

Keywords: *training module, user acceptability, BFAR CAR SAAD Program Phase 2, fisherfolk beneficiaries*

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1. Introduction

Capacity-building activities are among the major interventions of the BFAR-CAR SAAD Program Phase 2in improving the livelihood of marginalized fisherfolk communities. Effective training requires well-designed instructional materials that address the specific needs of adult learners.

Despite the implementation of various training activities, there is a need to standardized and validated training module specifically designed for BFAR CAR SAAD beneficiaries. This situation necessitated the development of a contextualized training module anchored on adult learning principles and instructional design theories.

The study was guided by: Reiguluth's Instructional Design Theory, Kolb's Experiential Learning Theory, Knowles' Andragogy Theory, Mezirow's Transformative Learning Theory, ADDIE Model, UTAUT Theory. These theories emphasize learner-centered, experiential, and practical approaches suitable for fisherfolk beneficiaries.

Statement of the Problem

The study sought to answer the following questions:

1. What is the evaluation of the experts on the developed training module for the BFAR CAR SAAD Program Phase 2 in terms of;
   a. objectives,
   b. content,
   c. format and language,
   d. presentation, and
   e. usefulness?
2. What is the level of acceptability of the beneficiaries-respondents in terms of;
   a. Performance Expectancy,
   b. Effort Expectancy,
   c. Social Influence, and
   d. Facilitating Conditions?
3. Is there a significant agreement between the expert validators and beneficiaries of the developed training module?

Hypothesis

There is a significant agreement between the expert validators and beneficiaries of the developed training module.

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2. Materials and Methods

Research Design

The study employed a quantitative research design and correlational approach.

Participants

Respondents	Total
Expert Validators	5
Fisherfolk Beneficiaries	15
Total	20

The participants were selected through purposive sampling.

Research Instruments

Needs Assessment Survey and Focus Group Discussion Guide
-used to determine priority topics and learning needs
Validation Checklist (CVI)
-used to check the module objectives, content, format, language, presentation, and usefulness
User Acceptability Checklist (UTAUT)
-used to systematically assess the beneficiaries and validators to determine if they are willing and able to adopt and use the module

Procedure

1. Secured permission from BFAR CAR.
2. Conducted NAS and FGDs.
3. Data collection from survey and FGDs for training module design
4. Translated the identified needs into learning objectives, lesson sequences, activities and assessment items
5. Developed the training module using the ADDIE Model.
6. Conducted expert validation using CVI and Delphi Technique
7. Pilot-tested the module among beneficiaries and evaluation
8. Conducted acceptability of developed training module
9. Gathered and analyzed data.

Data Analysis

The following statistical tools were used;

1. Mean
2. Fleiss' Kappa

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3. Results

Table 1. Evaluation of the Expert Validators on the Developed Training Module for BFAR CAR SAAD Program Phase 2

INDICATORS	MEAN	INTERPRETATION
Objectives	3.93	Very Much Acceptable
Content	3.60	Very Much Acceptable
Format and Language	3.75	Very Much Acceptable
Presentation	4.00	Very Much Acceptable
Usefulness	3.73	Very Much Acceptable
Overall Mean	3.80	Very Much Acceptable

The developed training module was rated Very Much Acceptable by expert validators. Presentation obtained the highest rating, indicating strong alignment with experiential and learner-centered approaches.

Table 2. The Level of Acceptability of the beneficiaries-respondents of the developed training module for BFAR CAR SAAD Program Phase

DIMENSION	MEAN	INTERPRETATION
Performance Expectancy	3.53	Very Much Acceptable
Effort Expectancy	3.47	Very Much Acceptable
Social Influence	3.80	Very Much Acceptable
Facilitating Conditions	3.33	Very Much Acceptable
Overall Mean	3.53	Very Much Acceptable

Beneficiaries highly accepted the training module. Social influence received the highest rating, emphasizing the importance of peer and organizational support in technology and training adoption.

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Table 3. Agreement between and among the Expert Validators of the Developed Training Module

INDICATORS	Fleiss' Kappa	DESCRIPTION	p-value
Performance Expectancy	0.733	Very Much Acceptable	<0.001
Effort Expectancy	0.487	Very Much Acceptable	0.008
Social Influence	1.000	Very Much Acceptable	0.000
Facilitating Conditions	0.355	Very Much Acceptable	0.010

The results revealed a significant agreement between expert validators and beneficiaries regarding the developed training module, indicating consistency in their evaluations.

4. Discussion

The findings demonstrate that the developed training module effectively meets the instructional and learning needs of BFAR CAR SAAD beneficiaries.

The high ratings for objectives, presentation, and social influence indicate that the module is relevant, practical, and aligned with the realities of fisherfolk communities.

The incorporation of experiential learning activities, localized content, and user-friendly language contributed significantly to its acceptability. These findings support previous studies emphasizing the effectiveness of validated and learner-centered training materials in community-based extension programs.

Furthermore, the significant agreement between expert validators and beneficiaries confirms the reliability and usability of the module as a capacity-building resource.

5. Conclusion

1. The developed training module is accepted and demonstrates strong potential as an effective instructional and extension tool for BFAR CAR SAAD Program Phase 2.

2. The training module is accepted by beneficiaries and is considered relevant, practical, and useful in enhancing entrepreneurial competencies and livelihood development.

3. The developed training module is accepted by both expert validators and beneficiaries, indicating that it meets acceptable standards of quality, usability, and relevance for fisheries-based capacity-building programs.

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Recommendations

1. Adopt developed training module as a standardized training resource for BFAR CAR SAAD Program Phase 2
2. Regularly update the module to incorporate current fisheries technologies and market trends.
3. Strengthen technical support and learning resources to improve module implementation
4. Conduct wider implementation studies involving beneficiaries from other provinces
5. Develop digital and localized versions of the module to increase accessibility and engagement.

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