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A STUDY TO EVALUATE THE INTELLECTUAL STRUGGLES IN MODULAR LEARNING AMONG JUNIOR HIGH SCHOOL STUDENTS IN BENOWANGAN NATIONAL HIGH SCHOOL

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ABSTRACT

The present study was aimed to assess the intellectual struggles in modular learning among Grade 8 Junior High School Students in Benowangan National High School. The research approach was an experimental research method that used the post-test control group design. Two groups were formed using appropriate variables, such as last year's science and mathematics school grades and the result of pre-test by researchers. 45 students were selected by using purposive sampling method. Demographic profile was used to assess the personal information of students. A pre-test was conducted to assess the existing level of intellectual capacity towards the lesson on their Science and Mathematics subject, after distributing the module to the learners a post test was taken. The study found that there is an intellectual struggle among the students in Science and Mathematics subject in terms of modular learning.

Keywords: Modular Learning, Content Quality, Pretest, Posttest

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INTRODUCTION

Modular education is one of the most prevalent and recognizes teaching and learning techniques (Sejpal, 2013). Many other Western countries, including the United States, Australia, and the Asian region uses modular education. Modular is used in almost all subjects such as the natural sciences, especially in biology and medical education even in social sciences and computer education. All kinds of subjects are taught via the module. This is a new development based on programmed learning. It has been established and widely recognized phenomenon. It takes into account individual differences between learners who need a plan to adopt the most appropriate teaching techniques to help individuals grow and develop at their own pace.

In the Philippines, the Department of Education (DepEd) predicted that enrollment would drop by 20% (PhilStar, 2021). Online education has been a major challenge for teachers who are new to the digital world and, worse, do not even have the technology or equipment. Student access to computers and internet connections was a major concern. The public school system needed to eliminate 60 percent of the curriculum content in order to adapt to the distance learning approach (PhilStar, 2021).

RESEARCH PROBLEM

This research study was used to identify the intellectual struggles in modular learning among JHS learners in Science and Mathematics subjects at BNHS

OBJECTIVES:

1. Determine the profile of respondents in terms of:
a. Average grades in Science 8 and Mathematics 8, and
b. Pretest scores.
2. Ascertain if there is a significant difference between the posttest scores of the control and experimental groups.
3. Find out the level of interest of the experimental group in the use of printed Science and Mathematics modules as to:
a. Content Quality;
b. Clarity;
c. Presentation Design; and
d. Reusability.

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MATERIAL AND METHODS

In this study, the researcher adopted an experimental research method that used the post-test control group design. Two groups were formed using appropriate variables, such as last year's science and mathematics school grades and the results of pre-tests by researchers.

Purposive sampling was used in the choice of the Benowangan National High School as the venue of the research. The total number of respondents were 45 Grade 8 learners. Purposive sampling was used in cases where the specialty of an authority can choose more representative sample that brings more accurate result than by using other probability sampling technique (Explorable.com, 2009).

In this study, the researchers gathered the data through the pretest and posttest. The pretest was administered by the researcher to the Grade 8 learners. After the administering the printed modules, those were also used to conduct research for the posttest. The researcher compared the mean of the pretest and posttest to determine if there was a significant difference of the means of the learners. Pretest- Posttest Design is a method prepared to compare groups of participants and measure the extent of changes that occur as a result of treatment or intervention (Shuttleworth, 2009).

Measurement of Variables

Two groups were formed using matching variables such as their last year's scholastic achievement in Science and the result of the researcher's pretest. Figure 2 below shows the research design**:**

Experimental Group	X	y	Z1
Control Group	X		Z2

Where:

X = Random assignment

y = Modules based on K-12 MELCS

Z1 = Experimental Posttest

Z2 = Control Posttest

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