

# Advantages of Modular Learning in Adolescent Mathematics Education

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## Abstract

In status quo, there is a persevering decline in the interest, aptitude, and performance of Filipino adolescents when it comes to Mathematics. This stem from the notable pressure students feel in teacher-led classrooms, where they are all expected to learn in the same way and pace as their peers. This study aims to venture into the possibility of modular learning as a better alternative of delivering instruction and understanding of Mathematical concepts and skills among the students. This paper provides a descriptive analysis of data gathered from Grade 10 students of Sto. Tomas National High School, a public secondary school located in Baguio City. The data from the purposive sampling were primarily gathered through online survey forms. Statistical tools, like frequency count and percentage, were used to analyze the gathered data. The results show that 53.2% of the students agree learned to manage their time wisely and were challenged to find out solutions for the given problems on their own, 59.6% were encouraged to work independently, and 68.1% learned to accept responsibility by doing all the task by themselves. With the result of the study, it shows that modular learning has significantly developed the behavior and attitude of the learners towards learning Mathematics. On this basis, modular learning should be considered as a primary way for Mathematical instruction and learning in the Philippine Educational System. This may also serve as a basis for further research on the quality of Mathematics education, adaptation, and integration of e-modules in learning.

**Keywords:** adolescent learning; distance learning; educational trends; mathematical literacy; quality education; teaching materials