

MODULAR AND TRADITIONAL METHODS OF TEACHING SELECTED TOPICS IN HIGH SCHOOL PHYSICS

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ABSTRACT

This study compared the effectiveness of Modular Method and Traditional Method of teaching the selected Physics topics in Cantilan National High School, Cantilan Surigao del Sur. Findings were the basis for a proposal lesson guide. Age profile of students belongs to the usual age mostly within the bracket of 15-17 years old where most of them are females. The average grade level involved in the study were in scores from 85 to as low as 75 scores. Based on the academic performance level on the topic measurement, modular group had the pre-test mean lower compared to the traditional group achievement but were categorized qualitatively average. Based on the post-test score between traditional and modular groups, it was revealed that the score of the traditional group was higher compared to the modular group thus categorized as average. There is a significant difference of the level of academic performance of the traditional and modular groups in pre-test and post-test. In the measurement of the modular and traditional groups mean scores gained in pre-test and post-test, both traditional and modular methods of teaching are effective for students in High School Physics. The proposed lesson guide for modular techniques should be implemented to guide and improve the learning of students; with emphasis on the synchronization of lessons both lecture and laboratory activities in verbal and nonverbal interactions inside the classroom especially in difficult lessons and activities.