

Contextualised Module with Mobile Applications and Learners' Mathematics Performance

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Abstract

Purpose - This paper aimed to present the integration of contextualisation in the Department of Education (DepEd) existing module using mobile applications and to find out the influence of the contextualised module with mobile applications (CMMA) entitled Geometry Techy on learners' mathematics performance.

Method - The module used quasi-experimental design. Two groups named as CMMA and non-CMMA from eighty Grade 10 learners of Makato Integrated School (MIS) SY 2019 – 2020 were matched paired through Mathematics 9 grades. Research instruments were reliability tested and validated. Mean, standard deviation, t-test for independent samples, and t-test for dependent samples were used.

Findings - Performance before interventions was average in both groups. They were comparable in the pre-test. CMMA group demonstrated a high performance after intervention and gained mean performance was statistically different from non-CMMA group. Their post-tests were higher than pre-test while non-CMMA group had similar pre-tests and post-tests. CMMA was found to be meaningful. Non-CMMA group reflected that solving needs time. CMMA was likewise found "very acceptable". Pre-tests showed that both groups have similar knowledge baseline. CMMA group performed better than non-CMMA because of their interest in innovation. For evaluation, all related criteria were very adequately covered, the quality was above average standard, and may be used as instructional material.

Significance - The teaching module will provide teachers adaptation and integration of contextualisation and mobile applications in teaching learners of the modern age for the high performance obtained in Mathematics.

Keywords: Contextualised module, Mobile applications, Learners, Mathematics performance.