Teaching Linear Equations in Two Unknowns Using the modular approach.

This study made use of experimental research for it determined the effectiveness of two teaching methods-modular instruction and the traditional lecture method in teaching high school advance algebra particularly the applications of system of linear equations in two unknowns. An experiment was conducted involving two fourth year classes at the Ilocos Norte National High School. The experimental group used the learning package developed by the researcher while the control group used the traditional lecture method.

This study was also guided by the research and development process called research-based development methodology for the study made use of module developed and validated by the researcher. The R and D methodology consist of three major stages: planning stage, development stage and validation stage. The developed learning package was content validated in terms of objectives, content, activities, evaluative items, and instructional characteristics by the mathematics experts using an evaluation checklist.

The instruments used to gather data include a content validation checklist to determine the validity of the module and a pretest/posttest constructed and validated by the researcher. To interpret the data gathered, weighted mean ad t-test were used.