



**CONTEXTUALIZED MODULE IN STATISTICS: EFFECTS ON
GRADE 10 STUDENTS' PERFORMANCE AT
SAN JOSE COMMUNITY HIGH SCHOOL,
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ARLYN T. DEL MUNDO

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ABSTRACT

The need to improve the learning process is the focus of the study. As part of the innovation in teaching-learning process, contextualization has been observed. The purpose of this study is to determine the effects of contextualized module in teaching statistics in grade 10. The respondents of the study are the two intact classes of the researcher with 40 students each. Quasi-experimental research utilizing pre-test and post-test was conducted. Mean, standard deviation, t-test for dependent and independent samples and two way repeated measures ANOVA were computed to find the significant difference in the students' performance level. The findings showed that there was a significant difference between the pre-test and post-test mean scores of the experimental and control group. The increase of the post-test mean score of the experimental group shows that the contextualized module was effective. Thus, using the contextualized module helps the students to catch up on the lesson even without the direct instruction coming from the teacher. This proves that students learned best when experiences in the community have meanings and relevance in their lives. Therefore, teachers must strengthen and utilize the use of contextualized module in teaching.



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