

**TIERED MODULAR INSTRUCTION AS AN APPROACH
IN TEACHING POLYNOMIALS**

A Thesis

Presented to

Faculty of the School Graduate Programs

Central Philippine University

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

(MATHEMATICS)

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JULY, 2022

Abstract

This experimental study was conducted to determine the effects of tiered modular instruction in increasing students' conceptual understanding of polynomials. This study was conducted during the school year 2021-2022, to sixty Grade 10 Junior high school students in one of the public schools in the province of Iloilo. The experimental pretest-posttest control group design was utilized in this study and a validated and a reliability tested researcher-made test instrument composed of multiple choice and performance task items was used in collecting data. The study found that students who were exposed to the tiered modular instruction performed better in conceptual understanding than those who were exposed to the non-tiered modular instruction. Moreover, students who were exposed to the tiered modular instruction were observed to have improved study habits and had increased engagement with the learning materials, more diligent in doing their assigned task, and were able to submit their modules on time.