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Effectiveness of Simplified Learning Modules in Enhancing the Grade 7 Students' Mathematics Achievement

Androlyn Rodriguez Batucan
Master of Arts in Education Major in Teaching Mathematics, Cebu Technological University-Main Campus, Cebu City, Philippines

Email: androlynbatucan21@gmail.com

ABSTRACT

This study evaluated the effectiveness of simplified learning modules in enhancing Grade 7 students' mathematics achievement and examined their acceptability as a basis for instructional improvement. A quantitative quasi-experimental pretest–posttest design was employed involving 60 randomly selected Grade 7 students from Toledo National Vocational School, Cebu, Philippines, during School Year 2022–2023, equally divided into control and experimental groups. Data were collected using a 40-item mathematics achievement test and a module acceptability questionnaire and analyzed through descriptive statistics, paired-samples and independent-samples t-tests, and Pearson correlation. Results revealed significant improvements in mathematics achievement in both groups, with the experimental group demonstrating a higher posttest mean (28.57) and greater achievement gain (20.67) than the control group (20.37 and 14.10, respectively). The between-group difference in mean gains was statistically significant ($p < 0.001$). The modules were rated Acceptable overall ($M = 2.84$), although their content, comprehensibility, and activities showed no significant relationships with mathematics achievement. These findings support the instructional value of simplified learning modules as supplementary resources for addressing least-mastered mathematical competencies. Their adoption, refinement, and systematic monitoring are recommended. The single-school setting, limited sample, and quasi-experimental design constrain generalizability and causal interpretation. Aligned with Sustainable Development Goal 4 (Quality Education), the study contributes to educational sustainability through evidence-informed instructional support, targeted learning interventions, and continuous improvement in mathematics education.

Keywords: *Grade 7, Instructional Materials, Mathematics Achievement, Module Acceptability, Quasi-Experimental Design, Simplified Learning Modules, Supplementary Instruction*

1. INTRODUCTION

Mathematics is a fundamental discipline that develops logical reasoning, critical thinking, problem-solving abilities, and practical competencies essential to academic development and everyday life. However, difficulties in understanding mathematical concepts and mastering essential competencies remain significant challenges among secondary school learners. The Organisation for Economic Co-operation and Development (OECD, 2023) reported substantial concerns regarding mathematics proficiency among Filipino students, emphasizing the need for instructional interventions that address learning gaps. Similarly, Hodgen et al. (2024) highlighted the importance of targeted instructional strategies and appropriate learning resources for students experiencing difficulties in mathematics. At Toledo National Vocational School, identified difficulties in mastering selected Grade 7 mathematics competencies prompted the development of simplified learning modules intended to provide accessible, structured, and supplementary instructional activities. These materials were designed to address learners' difficulties through simplified explanations and learning exercises aligned with identified competencies. Recent research supports the relevance of targeted instructional materials and contextualized learning activities in mathematics education (Abenoja & Edig, 2023; Domingo, 2024). Accordingly, this study assessed the effectiveness of simplified learning modules in enhancing Grade 7 students' mathematics achievement and evaluated their acceptability as a basis for developing an instructional improvement action plan.

Research Problem

Mathematics achievement remains a significant concern in Philippine basic education, particularly among students who experience difficulties understanding mathematical concepts and mastering expected learning competencies. The OECD (2023) reported that only 16% of Filipino students assessed in PISA 2022 attained at least Level 2 proficiency in mathematics, compared with the OECD average of 69%. Although these national findings concern 15-year-old learners rather than the Grade 7 participants of the present study, they provide broader evidence of persistent challenges in mathematics education. Hodgen et al. (2024) likewise emphasized the importance of addressing specific mathematical learning difficulties through structured instructional strategies, representations, and meaningful learning activities. At Toledo National Vocational School, the School Learning Intervention Team identified several least-learned competencies among Grade 7 students, indicating difficulties in attaining the expected standards in Mathematics. These learning gaps highlighted the need for supplementary instructional resources that could provide clearer explanations, guided exercises, and opportunities for independent practice. Research conducted by Abenoja and Edig (2023) identified significant relationships between self-learning module characteristics and mathematics performance, while Domingo (2024) demonstrated the relevance of developing contextualized instructional materials based on least-mastered Grade 7 mathematics skills. Simplified learning modules were consequently developed to address the identified instructional needs through manageable learning content and activities. Molanda et al. (2024) found that Grade 7 students who used contextualized mathematics learning materials demonstrated better academic performance than those who did not. However, the effectiveness and acceptability of instructional materials require evaluation within their intended educational settings. The present study therefore examined whether simplified learning modules improved Grade 7 students' mathematics achievement, whether the modules were acceptable in terms of content, comprehensibility, and activities, and whether their acceptability was significantly related to students' posttest performance. The findings served as the basis for a proposed action plan to strengthen mathematics instruction.

Assumptions of the Study

The study was guided by the assumption that simplified learning modules could provide instructional support for Grade 7 students experiencing difficulties in mathematics. These materials were expected to facilitate understanding through organized content, simplified explanations, and structured learning activities aligned with learners' identified needs. This assumption is consistent with Khan et al. (2022), who reported improved mathematics achievement among students receiving scaffolded instruction, and Huang et al. (2024), who emphasized the importance of scaffolding and formative evaluation in designing mathematics learning resources. The study further assumed that the modules' content, comprehensibility, and activities could be evaluated through learners' perceptions and that students' mathematics achievement could be assessed through pretest and posttest scores. Research by Mercado (2024) demonstrated the relevance of examining students' perceptions of self-learning modules in relation to academic performance. These assumptions provided the basis for testing whether significant differences existed between pretest and posttest achievement within the control and experimental groups, whether their mean achievement gains differed significantly, and whether module acceptability was significantly related to experimental-group posttest performance. The corresponding null hypotheses assumed no statistically significant differences or relationships until evaluated through the appropriate statistical tests.

Objectives of the Study

This study aimed to assess the effectiveness of simplified learning modules in enhancing the mathematics achievement of Grade 7 students at Toledo National Vocational School, Toledo City, during School Year 2022–2023. Specifically, it sought to determine and compare the mathematics achievement levels of the control and experimental groups during the pretest and posttest; evaluate students' perceptions of the simplified learning modules in terms of content, comprehensibility, and activities; establish whether significant differences existed between the pretest and posttest scores within each group; determine whether the mean achievement gains of the control and experimental groups differed significantly; examine the relationship between the acceptability of the simplified learning modules and the experimental group's posttest mathematics achievement; and develop an action plan based on the findings to strengthen the instructional application of simplified learning modules in Grade 7 mathematics education.

Theoretical or Conceptual Basis

The study was anchored in Lev Vygotsky's Zone of Proximal Development (ZPD) and the Contextualized Teaching and Learning (CTL) approach. These complementary perspectives explain the importance of appropriate instructional assistance, learner readiness, meaningful activities, and relevant learning experiences in mathematics education. The Zone of Proximal Development emphasizes the difference between what learners can accomplish independently and what they can achieve with appropriate assistance from teachers or more knowledgeable peers. Within this perspective, instructional scaffolding provides temporary support that enables learners to develop competencies beyond their current independent capabilities. Khan et al. (2022) demonstrated the effectiveness of scaffolding as an instructional strategy for improving students' mathematics achievement. Similarly, Huang et al. (2024) explained how scaffolding-informed instructional materials can be designed and progressively improved to accommodate different learning needs in secondary mathematics education. In the present study, simplified learning modules were conceptually associated with scaffolding because they provided organized mathematical explanations and learning activities intended to help students understand concepts and develop the skills required to master identified competencies. This perspective supports the use of manageable instructional tasks and structured assistance in addressing mathematics learning difficulties. The Contextualized Teaching and Learning

approach emphasizes the connection between academic concepts and learners' experiences, prior knowledge, and practical situations. In mathematics education, contextualization promotes the understanding and application of mathematical principles through meaningful learning activities. Domingo (2024) developed and evaluated contextualized learning materials addressing the least-mastered mathematics competencies of Grade 7 students, while Molanda et al. (2024) reported improved mathematics performance associated with contextualized instructional materials. These findings support the relevance of adapting mathematical learning resources to students' instructional needs and learning contexts. The framework also recognizes the importance of instructional material quality and learner acceptability. Abenoja and Edig (2023) established the relevance of self-learning module characteristics to mathematics performance, while Mercado (2024) identified relationships between students' perceptions of self-learning modules and their academic achievement. These studies provide support for evaluating the modules in terms of content, comprehensibility, and activities rather than assessing student performance alone. The study was situated within the Philippine basic education system's emphasis on learner-centered instruction, contextualized learning, and educational improvement. The Department of Education (2022), through the Basic Education Development Plan 2030, emphasized educational quality, inclusion, and the development of learning approaches responsive to students' needs. Conceptually, the utilization of simplified learning modules constituted the instructional intervention, while mathematics achievement, measured through pretest and posttest performance, represented the principal outcome. Module acceptability, assessed through content, comprehensibility, and activities, was examined as an additional study variable in relation to posttest performance. These relationships guided the quasi-experimental investigation and provided the basis for developing an instructional improvement action plan.

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. The United Nations (2025) emphasized the continuing need to improve learning outcomes and address educational disparities, particularly in foundational competencies such as mathematics. The research specifically supports the objectives of SDG Target 4.1, which emphasizes effective learning outcomes in primary and secondary education, and SDG Target 4.a, which promotes inclusive and effective learning environments. Evaluating simplified mathematics learning modules is relevant to these targets because the study focuses on improving opportunities for Grade 7 learners to master essential mathematical competencies through appropriate instructional materials. The study contributes to educational sustainability through its emphasis on strengthening foundational mathematics knowledge, addressing learning gaps, and supporting continued academic development. It also contributes to institutional sustainability by providing evidence that school administrators, teachers, and curriculum planners may use to improve supplementary learning resources, instructional strategies, and mathematics intervention programs. The proposed action plan offers a school-based mechanism for sustaining instructional improvement and responding to students' learning needs. Although the study does not directly measure SDG indicators or long-term sustainability outcomes, its findings may inform educational practices that support equitable learning opportunities and the continuous improvement of mathematics education.

2. METHODOLOGY

Research Design

The study utilized a quasi-experimental research design employing pretest and posttest assessments involving control and experimental groups. This approach enabled the researcher to examine changes in mathematics achievement and compare the performance of learners

exposed to simplified learning modules with those in the control group (Paula,2021). The study determined the significance of differences between pretest and posttest scores within each group, examined differences in mean achievement gains between groups, and investigated the relationship between module acceptability and the experimental group's posttest performance. Quantitative data were collected and analyzed to evaluate the effectiveness of the simplified learning modules in addressing identified mathematics learning difficulties.

Research Locale or Study Setting

The study was conducted at Toledo National Vocational School, located in Ilihan, Toledo City, Cebu, Philippines, during School Year 2022–2023. Established in 1988, the institution offers Junior High School, Senior High School, and Technical-Vocational-Livelihood programs. The school provides academic and vocational education to learners with diverse educational needs. Its Grade 7 mathematics program served as the research setting because students had demonstrated difficulties mastering selected mathematics competencies, prompting the development and evaluation of simplified supplementary instructional materials.

Participants or Data Sources

The participants consisted of 60 Grade 7 students enrolled at Toledo National Vocational School. Simple random sampling was employed to select the respondents from the Grade 7 population. The participants comprised two equally sized groups, with 30 students assigned to the experimental group and 30 students comprising the control group, representing 50% of the total sample each. Both groups participated in the mathematics achievement assessments, while the experimental group evaluated the acceptability of the simplified learning modules. The collected data provided the basis for comparing mathematics achievement and examining the relationship between module acceptability and posttest performance.

Research Instruments or Materials

The study utilized simplified learning modules, a 40-item multiple-choice mathematics achievement test, and a questionnaire assessing learners' perceptions of module acceptability. The achievement test was administered during the pretest and posttest to determine students' mathematics performance. The acceptability questionnaire evaluated the modules in terms of content, comprehensibility, and learning activities. Its statements were adapted from Calipayan (2022), entitled *Assessing the Fine Motor Skills of Intellectually-Disabled Students*, and were used to obtain learners' evaluations based on the established assessment criteria. Mathematics achievement was interpreted using five performance classifications based on the 40-item test: Outstanding for scores of 33–40, Very Satisfactory for 25–32, Satisfactory for 17–24, Fairly Satisfactory for 9–16, and Poor for 0–8. Module acceptability was assessed using a four-point rating scale, with mean scores of 3.25–4.00 interpreted as Very Acceptable, 2.50–3.24 as Acceptable, 1.75–2.49 as Less Acceptable, and 1.00–1.74 as Not Acceptable. These classifications provided the basis for describing students' mathematics achievement and their perceptions of the learning materials.

Data Gathering Procedure

Data collection was conducted in four phases. Initially, the researcher secured approval through the Toledo City Division Office and coordinated with the school administration and Grade 7 teachers. With the assistance of the teachers, eligible learners were identified and randomly selected. The participants were subsequently oriented regarding the study's purpose and data-gathering procedures. During the second phase, the learning activities and assessment instruments were administered to the respondents. Learners completed the instructional activity sheets and provided their evaluations of the materials' acceptability. The researcher

accommodated questions and clarified instructions when necessary. Face-to-face activities followed the applicable minimum health and safety guidelines. Completed responses were collected, counted, and tabulated. The third phase involved statistical analysis of the mathematics achievement results and the relationship between the acceptability of the simplified learning modules and the experimental group's posttest performance. During the final phase, the findings were interpreted and used to identify necessary instructional improvements and develop an action plan to enhance the application of simplified learning modules in mathematics education.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Frequency counts and percentages were employed to describe the distribution of respondents and their mathematics achievement levels. Achievement scores were classified using the established five-level performance scale, while learners' assessments of the simplified learning modules were interpreted using the four-point acceptability scale. Paired-samples t-tests were utilized to determine significant differences between the pretest and posttest scores within the control and experimental groups. An independent-samples t-test was employed to determine whether the mean achievement gains differed significantly between the two groups. Pearson's product-moment correlation coefficient was used to examine the relationship between the experimental group's assessment of module acceptability and their posttest mathematics achievement. Statistical hypotheses were tested at the 0.05 level of significance. The results provided the quantitative basis for evaluating the simplified learning modules and formulating the proposed instructional improvement action plan.

Ethical Consideration

Ethical considerations were observed to protect the privacy, confidentiality, and safety of the Grade 7 participants. Before conducting the study, the researcher secured the necessary institutional permissions and informed the learners and their parents or guardians about the research through consent forms. The purpose and procedures of the study were explained before participation. Respondents' personal information and questionnaire responses were treated as confidential research data and were not disclosed to unauthorized individuals. The collected information was used exclusively for the purposes of the investigation. During face-to-face activities, applicable minimum health and safety protocols were observed to safeguard the participants throughout the data-gathering process.

3. RESULTS AND DISCUSSION

3.1 Mathematics Achievement of the Control and Experimental Groups

3.1.1 Mathematics Achievement During the Pretest

The pretest results revealed generally low mathematics achievement in both groups. In the control group, 24 students (80.00%) were classified as Poor, while six (20.00%) performed at the Fair level. Similarly, 18 students (60.00%) in the experimental group were classified as Poor, while 12 (40.00%) performed at the Fair level. The control group obtained a mean score of 6.27 (SD = 2.84), whereas the experimental group recorded a higher mean of 7.90 (SD = 3.19). No students in either group attained the higher performance classifications. These results indicate that most respondents demonstrated limited mastery of the assessed mathematics competencies before the instructional intervention. The findings underscore the need for instructional assistance addressing students' difficulties in understanding mathematical concepts. Esparcia et al. (2024) emphasized the relevance of scaffolding techniques in supporting Grade 7 mathematics learning, particularly through teacher demonstrations, guided

instruction, and self-directed learning. Similarly, Cornejo (2022) examined modular instruction in secondary mathematics and highlighted the importance of structured instructional approaches for developing mathematical competencies. These studies support the relevance of providing supplementary learning materials to students demonstrating low initial mathematics achievement.

3.1.2 Mathematics Achievement During the Posttest

The posttest results showed improved mathematics performance in both groups, with higher achievement observed among students in the experimental group. The control group obtained a mean score of 20.37 (SD = 4.32), with 16 students (53.33%) classified as Good, six (20.00%) as Very Good, and eight (26.67%) as Fair. In comparison, the experimental group achieved a mean score of 28.57 (SD = 3.01), with 24 students (80.00%) classified as Very Good, five (16.67%) as Good, and one (3.33%) attaining the highest achievement classification. No students in either group remained in the Poor category. These findings demonstrate higher posttest achievement in the experimental group. The results indicate that simplified learning modules were associated with favorable mathematics achievement outcomes among students receiving the intervention. Cornejo (2022) similarly reported improved mathematics performance among secondary school students exposed to modular instruction compared with conventional teaching. Entice and Comahig (2023) found that both modular-assisted and video-assisted instructional approaches improved mathematics performance, although the video-assisted group achieved higher posttest results. These findings suggest that supplementary instructional materials can support mathematics learning, while the relative effectiveness of different instructional approaches remains dependent on their implementation and context.

3.2 Acceptability of the Simplified Learning Modules

3.2.1 Acceptability in Terms of Content

The simplified learning modules obtained an aggregate weighted mean of 2.79 for content, interpreted as Acceptable. Activities and exercises based on students' contexts received the highest rating (2.93), followed by activities related to learners' experiences (2.87) and attainable objectives, discussions, and exercises (2.80). Relevance to targeted mathematical competencies received a mean of 2.70, while clarity and comprehensibility of stated items obtained the lowest rating (2.67). These findings indicate that students generally considered the modules' content relevant and appropriate, although clarity and alignment with target competencies received comparatively lower evaluations. The findings highlight the importance of contextual relevance and comprehensible instructional content in mathematics learning materials. Solis and Pasia (2024) demonstrated the usefulness of contextualized instructional sheets in supporting secondary students' mathematics achievement. Their research emphasized the importance of connecting mathematical concepts with learners' experiences and providing accessible learning activities. The present findings similarly indicate that students recognized the contextual relevance of the simplified modules, while identifying opportunities to improve content clarity and competency alignment.

3.2.2 Acceptability in Terms of Comprehensibility

The modules obtained an aggregate weighted mean of 2.87 for comprehensibility, interpreted as Acceptable. Practice exercises intended to improve mathematical ability received the highest rating (3.30), classified as Highly Acceptable. Clear instructions for completing learning tasks

obtained a mean of 2.90, followed by clearly stated items (2.77) and activities intended to reinforce mathematical competencies (2.73). Activities supporting individual learning received the lowest mean of 2.63. These findings indicate that students generally understood the learning materials and particularly appreciated opportunities to practice mathematical concepts. The results emphasize the importance of clear instructions, appropriate practice opportunities, and instructional guidance in supporting mathematics learning. Esparcia et al. (2024) identified scaffolding as a relevant instructional approach for enhancing learners' mathematical understanding through structured support. Similarly, Solis and Pasia (2024) emphasized the value of understandable and contextualized materials in improving mathematics instruction. These findings support the continued refinement of simplified learning modules to provide accessible explanations, guided exercises, and opportunities for independent learning.

3.2.3 Acceptability in Terms of Activities and Overall Evaluation

The modules obtained an aggregate weighted mean of 2.85 for learning activities, interpreted as Acceptable. The highest-rated indicator concerned students' engagement in learning activities (3.03), followed by the sequential arrangement of exercises (2.93) and the relevance of activities to learning outcomes (2.90). Another engagement-related item obtained 2.70, while the clarity of activity directions received the lowest rating (2.67). Overall, the simplified learning modules obtained a grand weighted mean of 2.84, with comprehensibility receiving the highest component rating (2.87), followed by activities (2.85) and content (2.79). All three dimensions were evaluated as Acceptable. The findings indicate that students generally perceived the modules as usable instructional materials, particularly regarding guided practice and the organization of learning activities. Sadoy (2024) likewise reported favorable student acceptability of mathematics learning modules while emphasizing the need for continuous instructional material improvement. Solis and Pasia (2024) highlighted the importance of contextualized activities and accessible learning materials in mathematics education. These studies reinforce the relevance of strengthening activity directions, instructional clarity, and content organization to improve the learning experience.

3.3 Significant Differences in Mathematics Achievement

3.3.1 Differences Between Pretest and Posttest Scores Within Groups

Both groups demonstrated statistically significant improvements in mathematics achievement. The control group's mean score increased from 6.27 (SD = 2.84) during the pretest to 20.37 (SD = 4.32) during the posttest, representing a mean gain of 14.10. The paired-samples t-test indicated a significant difference ($t = -18.623$, $p < 0.001$). Similarly, the experimental group's mean score increased from 7.90 (SD = 3.19) to 28.57 (SD = 3.01), representing a mean gain of 20.67. The difference was also statistically significant ($t = -33.522$, $p < 0.001$). These findings indicate significant achievement improvements in both groups, with a larger increase observed in the experimental group. The results demonstrate that mathematics learning occurred in both instructional conditions, although the experimental group exhibited greater improvement. Entice and Comahig (2023) likewise reported improved mathematics performance among students exposed to different supplementary instructional approaches. Cornejo (2022) also documented significant pretest-to-posttest improvements among students receiving modular mathematics instruction. These findings provide relevant support for using structured learning materials as instructional resources while recognizing that improvements may occur under more than one teaching approach.

3.3.2 Difference in Mean Achievement Gains Between Groups

The comparison of achievement gains revealed a statistically significant difference between the control and experimental groups. The experimental group obtained a mean gain of 20.67 (SD = 3.38), compared with 14.10 (SD = 4.15) in the control group, representing a mean gain difference of 6.57 points. The reported independent-samples t-test indicated statistical significance ($t = 6.121$, $p < 0.001$), resulting in the rejection of the null hypothesis. These findings demonstrate that the experimental group achieved a significantly greater improvement in mathematics performance than the control group. The greater achievement gain in the experimental group supports the potential instructional value of simplified learning modules for Grade 7 mathematics education. Cornejo (2022) reported favorable achievement outcomes among students exposed to modular instruction in intermediate algebra. Similarly, Solis and Pasia (2024) demonstrated the potential effectiveness of contextualized instructional materials in improving secondary students' mathematics performance. These studies provide supporting evidence for the instructional relevance of simplified modules, although the interpretation of the present results should remain within the scope of its quasi-experimental design.

3.4 Relationship Between Module Acceptability and Mathematics Achievement

The correlation analysis revealed no statistically significant relationships between the three dimensions of simplified learning module acceptability and mathematics achievement. Content demonstrated a negligible positive correlation ($r = 0.055$, $p = 0.771$), while comprehensibility showed a weak negative correlation ($r = -0.229$, $p = 0.224$). Activities similarly demonstrated a negligible negative correlation ($r = -0.094$, $p = 0.620$). Since all probability values exceeded the 0.05 significance level, the null hypothesis was not rejected for any acceptability dimension. These results indicate that students' evaluations of module content, comprehensibility, and activities were not significantly associated with their mathematics achievement in the study. The findings suggest that favorable perceptions of instructional materials do not necessarily correspond to higher achievement scores. Sadoy (2024) similarly reported no statistically significant relationship between the acceptability of a digitized mathematics module and students' mathematics performance in a higher education setting. Although that study involved a different population and instructional format, it provides relevant evidence that module acceptability and academic achievement should be evaluated as distinct outcomes. Consequently, the present findings support the continued use of achievement assessments alongside learner evaluations when examining the effectiveness and instructional quality of simplified mathematics learning modules.

4. CONCLUSIONS AND RECOMMENDATIONS

The study found that simplified learning modules were associated with improved mathematics achievement among 60 Grade 7 learners at Toledo National Vocational School during School Year 2022–2023. Both the control and experimental groups obtained significantly higher posttest than pretest scores, but the experimental group achieved a significantly larger mean gain (20.67 versus 14.10). This pattern supports the instructional usefulness of the simplified modules for addressing identified least-mastered competencies within the study setting. Learners also rated the modules acceptable in terms of content, comprehensibility, and activities, with an overall acceptability mean of 2.84. However, none of these acceptability dimensions was significantly correlated with mathematics achievement, indicating that favorable learner evaluations did not necessarily correspond to higher test performance. Collectively, the findings provide school-based evidence for considering simplified modules as supplementary mathematics materials

while distinguishing their observed achievement benefits from students' perceptions of their quality.

Toledo National Vocational School administrators and Grade 7 mathematics teachers should consider adopting the simplified learning modules as supplementary materials for students with identified least-mastered competencies, consistent with the proposed action plan. Teachers should identify learners requiring additional support and provide structured activities that revisit difficult mathematical concepts, guided practice, and opportunities to work at an appropriate pace. Module developers should prioritize clearer item wording and activity directions, since these received comparatively lower acceptability ratings, while maintaining contextualized exercises and practice opportunities that students rated favorably. The school head should coordinate teacher briefings and instructional assistance before broader classroom use, and mathematics teachers should collaborate in reviewing and refining the materials. Monthly monitoring, as outlined in the action plan, should examine learners' achievement and implementation concerns rather than relying on acceptability ratings alone. Future evaluations should compare achievement outcomes across more Grade 7 classes and schools to assess whether the observed gains are replicated.

The findings are confined to 60 Grade 7 learners from a single school in Toledo City, limiting their transferability to other grade levels and educational settings. The quasi-experimental design involved two groups assessed before and after instruction, so differences in achievement should not be interpreted as proof that the modules alone caused the gains. Mathematics achievement was measured through a 40-item test, while module acceptability relied on learners' questionnaire ratings. The study did not report longer-term follow-up outcomes. Research involving larger, more varied samples, additional assessment methods, and extended observation could clarify the durability and applicability of the results.

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