

ACADEMIC MOTIVATION AND STRESS MANAGEMENT IN MODULAR APPROACH IN LEARNING SCIENCE: BASIS FOR INTERVENTION

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Abstract. The study aims to determine the levels of academic motivation and stress management in a modular approach to learning Science among high school students. A diagnostic action research was used to conduct the study. A total of eighty-nine respondents voluntarily answered the survey questionnaires. Results of the study showed that the mean score of the respondents on academic motivation is 3.13 with a standard deviation of 0.50, described as moderate. Stress management level in the modular approach in learning Science has a mean score of 3.49 with a standard deviation of 0.46, described as high which means that the respondents have very good stress management. It is recommended that the teachers will initiate school-based and community-based programs on stress management and policymakers to integrate into the curriculum of both elementary and secondary the value of learning. Moreover, relevant findings could be helpful to the Department of Education in improving the curriculum.

Keywords: *academic motivation, stress management, modular learning approach*