

# Problem-Based Learning (PBL) Approach and Problem-Solving Skills of Students

Jerlyn B. Arbo & Delon A. Ching  
*Laguna State Polytechnic University*

## ABSTRACT

Many students perceive mathematics as an abstract and difficult subject. The most prevalent reason that mathematics is perceived difficult to learn involves the problem-solving skills. Everything difficult can be made simple with practice and proper strategies in the teaching and learning process. Problem-based learning, according to several articles, is a teaching method that gives pupils the skills they need to address problems in real-life situations. The study's objectives were achieved due to the adoption of descriptive and correlational research methods. For the school year 2020-2021, 40 Grade 9 students from Calamba City Science High School responded to a validated adapted-modified three-item examination and a researcher-made survey questionnaire. The results show that there is no significant relationship between respondents' perceptions of problem-based learning in terms of authentic problem, collaboration, developing expertise, and authentic assessment, and their problem-solving performance in terms of conceptualizing the problem, devising a strategy, implementing the strategy, and reflecting on the solution. The researcher believes that the teacher's expertise in implementing the PBL approach is critical. Furthermore, it implies that the learning abilities and techniques of the students have a significant impact on the teaching-learning process. If further researchers want to do a study on this topic, they should consider the following considerations, in order to produce a favorable correlation result.

*Keywords: students' perception, authentic problems, collaboration, developing expertise, authentic assessment, problem-solving skills*