Chapter 3

[Education](), [Teaching]()

CHAPTER 3 RESEARCH METHODOLOGY 3. 1 INTRODUCTION This chapter presents the Research Methodology which is divided into Research Design, Population and Sample, Research Instrument, Procedure for Data Collection, Procedure for Data Analysis, Pilot Study and Summary. This research used non-experimental design which is survey to investigate the effects of teaching methods, students' performance achievement and students' personal emotion towards examination oriented education system. 3. 2 RESEARCH DESIGN A factorial survey questionnaires design was used to investigate the effects of three independent variables; namely teaching method, students' performance achievement and students' personal emotion on dependent variable of examination oriented. This section will explain how this research was conducted. This research was conducted by distributing survey questionnaires to the selected sample. The survey consists of five parts of questions, namely Background Questionnaire, Examination Oriented Questionnaire, Teaching Methods Questionnaire, Students' Performance Questionnaire and Students' Personal Emotion Questionnaire. The selected sample will answer the survey questions according to the levels of agreement provided in the survey sheets. 3. 3 POPULATION This part was of an action research planned for university Tun Abdul Razak's students in Kota Kinabalu, Sabah. The research population comprised of random students in the university for the year of 2011. A total of 60 students of the university were randomly selected as research sample. Other population and sample were not considered in this research, since it was an action research for the university. 3. 4 RESEARCH INSTRUMENT There were three instruments used in this research, namely: (a) Backgrounds

Questionnaire to collect data on backgrounds of respondents; (b) Survey on Students' Performance Achievement to measure the students' achievement; and (c) Survey on Students' Personal Emotion to measure the students' feeling on examination oriented education system. The Backgrounds Questionnaire was focused on students' gender, ethnic, course and latest CGPA. 3. 5 PROCEDURE FOR DATA COLLECTION The 60 sample of students were selected randomly by the researchers at the university's atrium. They were briefed about the research and were given the Backgrounds Questionnaire, Survey on Students' Performance Achievement and the Survey on Students' Personal Emotion. After the results of survey on Students' Performance Achievement and Students' Personal Emotion were obtained, the students were classified into four groups of 15 students each, namely; (a) Students with ' low' personal emotion and ' low' performance achievement; (b) Students with ' low' personal emotion and ' high' students' performance achievement; (c) Students with ' high' personal emotion and ' low' performance achievement and (d) students with ' high' personal emotion and ' high' in performance achievement. 3. 6 PROCEDURE FOR DATA ANALYSIS After the survey results of Students' performance achievement, Students' Personal Emotion and background of the students were obtained, the results were entered into computer file for analyses. The Statistical Package for Social Sciences (SPSS) was used to analyze the research data. Frequencies and percentages were used to analyze the backgrounds of the students who participated in the research. The analysis of Variance (ANOVA) was used to test the following null hypothesis of the main effects of the independent variables investigated at 0. 05 level of

significant. The following null hypotheses were formulated to answer the research questions: (a) There is no significant between students with low and high achievement in examination oriented education system (b) There is no significant between students who are taught using Question Drilling method and Teacher Centered method in examination oriented education (c) There is no significant between student with low and high personal emotion in examination oriented education system CHAPTER 4 RESEARCH FINDINGS 4. 1 INTRODUCTION This chapter presents the Research findings which is divided into the Backgrounds of Respondents and the Results of Data Analyses and Research Findings. The Backgrounds of Respondents discuss the composition of respondents by gender and ethnic. The Results of Data Analyses and Research Findings explain the results of Analysis of Variance Examination Oriented and the hypothesis test on the effects of teaching methods, student's performance achievement and the student's personal emotion 4. 2 BACKGROUNDS OF RESPONDENTS This research was carried out at University Tun Abdul Razak in Kota Kinabalu, Malaysia. A total of 60 students were randomly selected as research sample. These students were given survey questionnaire and the results are based on their general opinion. The backgrounds of respondents in terms of gender, ethnic, mean score and standard deviation (SD) of Student's Performance Achievement and mean score and standard deviation (SD) of Student's Personal Emotion are given in Table 4. 1. The respondents comprised of 16 male students (27%), 44 female students (73%); which were made up of 5 Bajau students (8%), 1 Bisaya student (1%), 2 Bugis students (3%), 6 Chinese students (10%), 27 Dusun students (45%), 3 Indian students (5%), 2 Malay students

(3%), 4 Murut students (7%), 6 Rungus students (10%), 3 Suluk students (5%) and 1 Sungai student (1%). In terms of Examination Oriented which has been included in the survey questionnaire sheets which comprised of 60 students with mean of 3. 80, Teaching Methods the mean of 3. 73, Student's Performance Achievement with the mean of 3. 14 and Student's Personal Emotion with the mean of 3. 41. The means indicated that the students were answering the survey by using their own opinion. Table 4. 1: Backgrounds of Respondents Background Frequency Percentage Gender Male Female 16 44 27% 73% Ethnic Bajau Bisaya Bugis Chinese Dusun Indian Melayu Murut Rungus Suluk Sungai 5 1 2 6 27 3 2 4 6 3 1 8% 1% 3% 10% 45% 5% 3% 7% 10% 5% 1% Research Mean SD Examination Oriented Teaching Methods Student's Performance Achievement Student's Personal Emotion 3. 80 3. 73 3. 14 3. 41 4. 7 4. 0 4. 4 5. 6 4. 3 THE RESULTS OF DATA ANALYSES AND RESEARCH FINDINGS The scores of Examination Oriented of the 60 students involved in this research were analyzed using the Analysis of Variance with Teaching Methods, Student's Performance Achievement and Student's Personal Emotion as the factors of independent variables used in the analysis. The results are shown in Table 4. 2 without the interaction effects between these three factors. The research findings will be reported based on the research questions and null hypotheses tested in this research. ITEMS n CRONBACH'S ALPHA Examination Oriented 60 . 668 Teaching Methods 60 . 554 Students' Achievement Performance 60 . 479 Students' Personal Emotion 60 . 636 Table 4. 2: Results of Analysis of Variance on Examination Oriented Factor n Mean F-Value Significance Teaching Methods Question Drilling Teacher Centered 60 3. 73 19. 457 0. 000* Student's Performance

Achievement Learn to pass Focus on academic 60 3. 14 16. 157 0. 000*

Student's Personal Emotion Stress Burdensome 60 3. 41 4. 468 0. 002* Note: *= significant at 0. 05 4. 3. 1 EFFECT OF TEACHING METHODS ON EXAMINATION ORIENTED Research Question 1: What is the effect of teaching methods on examination oriented? Null Hypothesis 1: There is no significant between students who are taught using Question Drilling method and Teacher Centered method on examination oriented education The results of Analysis of Variance in Table 4. 2 showed that there was no significant between student who are taught using Question Drilling method and Teacher Centered method in examination oriented. The significance value is at 0. 000 which the hypothesis is rejected at the significant value at less than 0. 05. 4. 3. 2 EFFECT OF STUDENT'S PERFORMANCE ACHIEVEMENT ON EXAMINATION ORIENTED Research Question 2: What is the effect of student's performance achievement on examination oriented? Null Hypothesis 2: There is no significant between students with low and high achievement on examination oriented education system The results of analysis of Variance showed in Table 4. 2 showed that there was no significant between students with low and high achievement on examination oriented. The significance value is at 0. 000 which the hypothesis is rejected at the significant value at less than 0. 05. 4. 3. 3 EFFECT OF STUDENT'S PERSONAL EMOTION ON EXAMINATION ORIENTED Research Question 3: What is the effect of student's personal emotion on examination oriented? Null Hypothesis: There is no significant between student with low and high personal emotion on examination oriented education system The result of Analysis of Variance in Table 4. 2 showed that there was no significant between student with low and high

personal emotion on examination oriented. The significance value is at 0. 002 which the hypothesis is rejected at the significant value at less than 0. 05. CHAPTER 5 CONCLUSIONS AND DISCUSSIONS 5. 1 INTRODUCTION This chapter presents the Conclusions and Discussions that include the brief summary of the present research, the conclusions based on research questions and the results of data analyses, the discussions on research findings, the implications of research findings to the practitioners, and the recommendations for further research. 5. 2 SUMMARY OF RESEARCH The purpose of this research was to determine whether teaching methods, quality of students' performance and students' personal emotions affect the examination oriented. A survey questionnaire design was used to investigate the effects of three independents on examinations oriented. The research populations comprised of 60 UNIRAZAK students that were randomly selected as research sample. Instrument that was used to collect data is survey questionnaire. The questionnaire consists of questions about the three independents that affect the examination oriented. At the beginning of research, questionnaires were distributed to the 60 UNIRAZAK students' randomly. 20 minutes given to students to answer all questions before collecting the questionnaire papers. The frequencies and percentages were used to analyze the background of students. The analysis of Variance (ANOVA) was used to test the null hypotheses on the main effects of the independent variables investigated at 0. 05 level of significant. 5. 3 CONCLUSIONS The result of the Analysis of Variance showed all the main effects of Teaching Methods, Student's Performance Achievement and Student's Personal Emotion were significant at 0. 05 level of significant. The

results led to the rejection of all the three null hypotheses and the research proposed the following conclusions: a) There was a positive effect of teaching methods on examination oriented that is students are taught using Question Drilling and Teacher Centered method. b) There was a positive effect of student's performance achievement on examination oriented among students with low and high IQ c) There was a positive effect of student's personal emotion on examination oriented with low and high IQ 5. 4 DISCUSSIONS ON THE FINDINGS 5. 4. 1 EFFECT OF TEACHING METHOD ON EXAM ORIENTED This Research found that there was positive effect of teaching method on exam oriented. This finding support the earlier research by Mcmilan (1986) that found our system focus on teacher centered approach and question drilling which is teacher decide on what student should learn and teacher serve as intellectual and moral role for student which is teacher controlling the class and student must follow what teacher command to student. This is will enhance student performance with used question drilling by teacher and teacher will also have more time to teach student effectively. 5. 4. 2 EFFECT OF STUDENT PERFORMANCE ACHIEVEMENT ON EXAM ORIENTED This research found that there was a positive effect of student performance achievement on exam oriented. This finding showed that increasing student performance in their exam because they only focus on academic achievement. Our system produce student those are have high intelligence question and student can compete with other country. This effect of student performance will help our country more competence with creating something new technology instrument and have smart future leader. 5. 4. 3 EFFECT OF STUDENT PERSONAL EMOTION ON

EXAM ORIENTED This research found that there was a negative effect of personal emotion on exam oriented. Examination-oriented education system was a burden on student, student only focus on their study. Hence, student stresses to learn and force to remember what they had learnt without understand the fact. Even though student have good performance but they lack of other career such as art thus this system produce imbalance thinking of student. Student also stress with cost of exam payment which is student also think how to pay the cost and the same time student must study to pass on exam. 5. 5 IMPLICATION OF THE FINDING This research found that there was a positive effect of teaching method on exam oriented. This finding will make students more understand or master in their learning with used teacher-centered approach and question drilling because student must do well in their learning and teacher also always emphasize the famous question to student so that student can score well in their exam. This research also produce student those who are more brilliant and have compete with other student in other country. Even though student have high performance achievement, student stress on their learning because of how to score well and expensive exam fees. 5. 6 RECOMMENDATIONS FOR FURTHER RESEARCH This research was carried out as part of an action research planned for students at UNIRAZAK Regional Centre Sabah. The research population comprised of only 60 students. The findings are therefore can generalized only to this school or probably to other schools with similar characteristics. In order to have more general findings that can be generalized to other school, it is recommended that this research be repeated at different schools in different locations, including cities, suburbs,

small towns, and villages. The future research should also be conducted using different exam oriented topics, different age groups including other forms, different colleges, etc. 5. 7 SUMMARY This chapter presented the Conclusions and Discussions that focused on the brief summary of the research, the conclusions based on research question, the discussions on research findings, the implications of research findings, and the recommendations for further research. The research recommended that the three aspect of teaching method, quality of students' performance and students' emotion must be effective in order to succeed the examination oriented.