

The teaching method used by the teachers

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THE TEACHING METHOD USED BY THE TEACHERS AND ACADEMIC
PERFORMANCE OF THE HIGH SCHOOL STUDENTS OF ROOSEVELT COLLEGE
RODRIGUEZ DURING SCHOOL YEAR 2011-2012 A Research Paper Presented

to MRS. MARIFE D. BALIWAS, M. A. Ed. Faculty of Roosevelt College

Rodriguez Rodriguez, Rizal In partial fulfillment of the requirements For the
Course Thesis Writing Research II By: Philbert S. Carmona Jr. Cole Isaac M.

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Roosevelt College Rodriguez The research entitled “ The Teaching Method
Used by the Teachers and Academic Performance of the High School

Students of Roosevelt College Rodriguez during School Year 2011-2012. ”

Prepared and submitted by Philbert S. Carmona Jr., Cole Isaac M. Gaspar,

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San Miguel, Jam Meredith S. Ulip. In Partial fulfillment of the requirements

for graduation has been accepted and recommended for acceptance and

approval. March 2012 Mrs. Marife D. Baliwas Research Teacher PANEL OF

EXAMINERS _____

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fulfillment of the requirements for Course Thesis Writing Research II Noted

By: MRS. CARMENCITA V. ALCANTARA DIRECTRESS Abstract TITLE: The

Teaching Method Used by the Teachers and Academic Performance of the

High School Students of Roosevelt College Rodriguez during School Year

2011-2012. SCHOOL: Roosevelt College Rodriguez High School Department

Manggahan, Rodriguez, Rizal RESEARCHERS: Philbert S. Carmona Jr., Cole

Isaac M. Gaspar, Issey G. Hashimoto, Julli Elaine J. Cabal, Karla Mae L. Liboon,

Mari Louise C. San Miguel, Jam Meredith S. Ulip TEACHER: Mrs. Marife D. Baliwas DATE OF SUBMISSION: March 2012 SUMMARY: This school year 2011-2012, the researchers were able to determine what behaviors students consider most helpful in the teaching learning process. The behaviors that scored high focused more on personal attributes than the teacher's ability to instruct. The highest were ability to motivate students, genuine concern for students, effective communication, and genuine respect for the student. The researchers first seek the approval of the directress about the title of the study. Then, the researchers started looking for books and other studies and literatures, which are related to this study. After looking for some studies and literature from books and other sources, the researchers started making the first chapter, which is all about the problem and its background. The researchers stated in the background of the study the reasons why did they conduct the study. The process of the whole research study was clearly stated in the theoretical and conceptual framework. The specific questions to be answered in the study were described in the statement of the problem giving the researchers a null hypothesis about the study. The significance of the study states that the students, teachers, Academic supervisor and the research community will benefit in the study. The researchers then started the 3rd chapter about the Design and Methodology of the research. The method used in this study was discussed in the method of research. The descriptive method of research was used and the specific type of study that was used is the correlation study. The questionnaires that was used was conferred in the research instrument. It also talked about the distribution scales where the researches based their interpretations. The process of

gathering the data needed and even the creation and validation of the questionnaires were also given emphasis in the chapter. Statistical tools were discussed and their uses in the study were also stated within the chapter. The researchers then formulated questionnaires to be answered. The researchers first validated the tests and after that, the questionnaires were distributed to the respondents and were gathered by the researchers. The researchers tallied the data and created tables to be interpreted. Tables and the interpretations of the computed values of the study were show in Chapter IV. Each table has its own computed value and interpretation. The data was analyzed, interpreted ad treated statistically. The output of the whole research answers the hypothesis that there is a significant relationship between the teaching method of the teachers and the academic performance of the high school students. All in all, the findings of this research points out only one thing that students, teachers and future researchers were able to benefit in the Teaching Method in the field of the society. TABLE OF CONTENTS Title

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BACKGROUND Background of the study Teaching method is a style on how will you teach students and help them learn more easily. There are many types of teaching method and it benefits students on many different ways. It is so important because it will help the students to develop their intelligence and their attitude. Teachers need to be a good example because if the teacher looks tardy, the students will get bored and they can't learn such thing. The teaching methods are best articulated by answering the questions " What is the purpose of education? " and " What are the best ways of achieving this purpose? ". Teaching Methods were largely informal and consisted of students imitating or modeling the behavior of the teachers, learning through the student-centered and group activities. Teaching was the are of sciences of being a teacher generally referring to the strategies of instruction that help teacher teach better the typical lesson plan or practical skill involving learning and thinking skills. Good teachers know their students. If they have been teaching a particular group of students for sometime, they probably know quite a bit about their interest, ability levels, and learning styles. If the teacher knows what the good method that he/she will use, the approach of the students will be good. When the teacher uses a method that the student didn't like, it can affect the academic performance of the students either it will be a good or bad effect. Some students did not

their teachers when they don't want the way the teacher teaches. The Researchers conducted this study for us to identify what are the different teaching methods used by the teachers in different subject areas. Does the teaching methods affect the academic performance of their students? There is a study that says teachers must use different strategies in teaching their students. They must get the interests of their students to study harder. It only says that teachers must be very professional in teaching their students. In that study, it also says that other teachers are really boring with their type of discussing lessons because it depends on the style/strategies of how they teach their lessons. The researchers chose this topic not just to help students perform well in class but also to help our beloved teachers in different subject areas. This study can help them in improving their methods of teaching their students. This will help the teachers identify to which among the students are interested. Theoretical/Conceptual Framework Teachers of every subject areas have their own strategy and methods of teaching. Some of those methods are the P-O-E/Predict- Observe-Explain, Cooperative learning, Character Webbing and others. The said teaching methods are only examples because there are still so many teaching methods. Teaching method is a broad topic. But which of those is the most effective teaching method. Figure 1 Research paradigm In this diagram, it shows the teaching method used by the teachers and the academic performance of the selected high school students of Roosevelt college Rodriguez during school year 2011 – 2012. this study has two factors namely ; teaching method used by subject area and academic performance of their students. Statement of the problem This study aims to determine the teaching method used by the

teachers and the academic performance of the high school students in Roosevelt College Rodriguez School Year 2011-2012. More specifically, it will seek answers to the following Questions: 1. What is the most common teaching method used by the Teachers in each subject area? 2. How does the students evaluate the teaching method used by their teacher in different subject areas? 3. What is the academic performance of the students in all subject areas? 4. Is there a significant relationship between the teaching method used by the teachers and the academic performance of the students? Hypothesis The Null hypothesis is stated below: There is no significant relationship between the teaching method used by the teachers and the academic performance of the students. Significance of the Study This research aimed to study the teaching methods of the teachers and it's effectiveness to the academic performance of the high school students of Roosevelt College Rodriguez School Year 2011-2012. The following will be benefited to this study: Students — This study will be able to help students to further understand the way teachers discuss their lessons. Also aspiring students who wants to be a teacher someday will be benefited by this study. They will be able to know what are the possible teaching methods they can use for future references. Teachers - This study could serve as a guide for them to be able to know which method of teaching will be effective in teaching their students. This study can also be their basis if ever their students are not easily learning their lessons due to the teaching method they are using. Academic Supervisor - This study can be used by the academic supervisor in orienting and guiding the new teachers every year. The academic supervisor can also use this study as a basis if the students

pays attention to their teachers or not during the academic supervisor observes the class. Future Researchers - This study will benefit future researchers for they can use our topic as a reference and they could also use and continue our research work. Scopes and Delimitations This study focused on determining the effectiveness of the teaching method of the teachers to the academic performance of the high school students of Roosevelt College Rodriguez School Year 2011-2012. The study was conducted at Roosevelt College Rodriguez in the high school department with the teachers and the student as the respondents. It made use of the student's general average on all the subjects in the first semester of school year 2011-2012 to represent their academic performance. Since the respondents in this research belong to the high school department of Roosevelt College Rodriguez System, the subject areas concerned in this study were based on the curriculum of all year levels. Definition of Terms Teaching Method — the way or style of the teachers to deliver lessons or to discuss. Every different teaching method has an advantage and disadvantage. It benefit students in different ways. Academic Performance — refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Chapter 2 Review and Related Literature Foreign Literature Lindeman (1992), one of the most important aspects of teachers role is the evaluation of student progress. Neither teacher nor pupil can perform at maximum effectiveness unless adequate information is available concerning the pupils standing at the given time and the extent of his or her progress toward the achievement of instructional objectives. The teachers needs such information to set

immediate goals and to be motivated to set new goals as the instructional sequence proceeds. Administrators, counselors, and parents also need relevant information concerning pupil progress in order to plan effectively for improvement of the learning environment of the total pupil population for whom they may have special responsibilities. Local Literature Based on the statement of Carpuz (2005), one characteristic of an effective teaching strategy is that it is integrated. The word "integrated" comes from the Latin word "integ" which means "whole". An integrated strategy will put together the parts of a whole in order to arrive at a holistic, complete, and more accurate view of reality. Let's recall the story of the four blind men who were made to touch an elephant and who after were asked what is that they touched. The first who held one ear said it's a fan. The second who touched the body said it's a wall. The third who held one leg said it's a column and the fourth that touched the tail said it's a rope. Of the four blind men nobody gave a correct answer because each one touched just a part of the elephant. That is exactly what happens when we study just a part of reality like when we put a wall to shut science from math, language from values, music from civics. That is what we do when we teach subjects in isolation from one another. Garcia (1989), states that the teachers need to know how children learn and how they depend on motivation readiness, and reinforcement but they similarly need to know, how to teach, how to motivate pupils, assess their readiness act on the assessment present. The subject, maintain discipline, and shape a cognitive structure by being able to overcome certain hindrance that are inhabitant in students and this facilitate and learning process. Thus, he defined teaching "stimulation, guidance, direction or

encouragement of learning. To carry out such functions, he recognized the importance of the teacher being able to acquaint himself with the nature of the learner, on one hand, and with organization of subject, matter and other materials of instruction on the other hand. Lardizabal (1997), states that many lessons in the primary grades are of the informal development type. The logical thinking required by the inductive or deductive process is usually not in keeping with children's mental development, short attention span, and the short periods allotted to subjects. Alcantara (2003), states in her book "Teaching Strategies I" that experts agree that an approach is one's viewpoint towards reaching. On the other hand, method is a series of related and progressive acts performed by a teacher and students to achieve the objectives of the lesson. Technique refers to the personal art and style of the teacher in carrying out the procedures of teaching, while strategy consists of a set of decisions to achieve an objective that results in a plan and its wise implementation. Teaching strategies in reading are based on the philosophy and theories regarding the meaning, nature and structure of reading. They are also based on the important foundation disciplines such as physiology, psychology, linguistics and sociology. Research conducted in the last twenty years reveal some changes in the meaning of reading and in the strategies which have been found to be most effective. Lardizabal (1991), every teacher needs to have a lesson plan. It is useful not only to the teacher, but also to the principals, supervisors, and assignments. Lesson plans may be classified as detailed, semi-detailed, and brief. To make good lesson plans, it is necessary to have knowledge of the subject matter, children, methods, materials and objectives. This discussion on educational

objectives focused on the procedure for the classifying and sequencing instructional objectives. Behavior taxonomy was considered as classification scheme to organize instructional objectives. Behavior taxonomy was considered as a classification scheme to organize instructional objective. Taxonomies for the cognitive and psychomotor domain were also presented. Bustos (1991), states in her book “ Principle Methods of Teaching“ that teaching and learning are just two sides of the same coin. Method facilitates learning since as psychologists tell us, there are many different ways of learning. There should also be different methods of teaching. In any method, certain definite steps are necessary as a guide to the learner. Hence, method should be following psychological principle in the learning process. A method is good if it causes a child to learn. Method forms the bridge between the child and the subject matter. Methods make learning easier. The sharing period teaches children to give and take. The inductive method educates the child to think logically the deductive method educates the child to postpone judgment until further verification. The traditional concept of method placed more emphasis on the “ how? “. Today’s newer and broader concepts of method places more stress on the “ why? ” rather than “ how? ” this is in line with the suggested reforms in the teaching methodology which advance adaption of “ more and more teaching strategies that are inquiry and problem oriented to develop the ability to think, rationalize, and make proper decisions”. Related Studies Campbell (1989) conducted research at Eastern Illinois University to determine if students with certain learning styles can be expected to achieve higher grades in business communications classes which are taught on the computer than can students with other learning

styles. The Gregorc Style Delineator was used to define learning styles. Achievement was based on an instructor-developed final examination which measured student's knowledge about acceptable business writing and their ability to compose a business letter using correct grammar, spelling, punctuation, format, reader situation adaptation, proofreading and revising. Study participants consisted of 43 students enrolled in two Business Communication classes. The investigator was the instructor. Results revealed that in business communication course, there was no relationship between student's learning styles matched or did not match the learning style of the instructor, and there was no relationship between student's achievement and the student's major or previous experience with computers or word processing. Van Vuren (1992) did an experimental investigation to determine the effect of matching learning styles and instruction upon academic achievement of students receiving an interactive learning experience. The experiment included 197 chemistry students enrolled in Inorganic Chemistry 103. Students were divided into one of four learning styles: abstract sequential, abstract random, concrete sequential, and concrete random as specified by the Gregorc Style Delineator. Students received style specific instruction in an interactive learning environment. They were compared to a randomly selected group. Analysis of variance results "revealed a statistically significant difference in academic achievement test scores between the treatment groups which received a matched tutorial, and the control group, which received an unmatched tutorial". Hunter (1979) conducted research at three two-year colleges in the North Central Accreditation Region which included 285 students in 15 courses. Through

use of the Canfield Learning Styles and Instruction Styles inventories, he investigated the relationship between preferred learning styles and student ratings of instruction. He found that there was no significant relationship between students ----- Academic performance of their Students

S. Y. 2011-2012 Teaching Method Used by Subject Area Teachers of
Roosevelt College Rodriguez School Year 2011-2012