

371.33

C73

2007

FOR PREPARED INSTRUCTIONAL MATERIALS AND THE
LEARNERS' LEVEL OF INTEREST IN SCIENCE
AND TECHNOLOGY

THESIS

RAYMOND DINGLASAN
CHRISTIAN LAYCO
JAYMARK PANCO
EMILYN TULIN

College of Arts and Sciences
CAVITE STATE UNIVERSITY
Indang, Cavite

April 2007

**COMPUTER PREPARED INSTRUCTIONAL MATERIALS AND THE
LEARNERS' LEVEL OF INTEREST IN SCIENCE AND TECHNOLOGY**

**An Undergraduate Thesis
Submitted to the Faculty of the Department of Languages and Mass Communication
College of Arts and Sciences
Cavite State University
Indang, Cavite**

**In partial fulfillment
of the requirements
for the degree Bachelor of Arts Mass Communication
Major in Journalism**

**Raymond Dinglasan
Christian Layco
Jaymark Panco
Emilyn Tulin
APRIL 2007**

ABSTRACT

DINGLASAN, RAYMOND E., EMILYN C. TULIN, JAYMARK T. PANCO, CHRISTIAN G. LAYCO **Computer Prepared Instructional Materials and the Learners' Level of Interest in Science and Technology.** Undergraduate Thesis. Bachelor of Arts in Mass Communication major in Journalism. Cavite State University, Cavite. April 2007. Adviser: Ms. Bettina Joyce P. Ilagan.

The study was anchored upon the institutional capability building trust of the university and was focused on the Limited Effects Theory. It investigated which between the traditional instructional materials and the computer prepared instructional materials is more effective in catching the interest of the learners in science and technology.

Data were gathered through survey and experiment. Respondents were selected teachers of IEES and the first sections of the grades V and VI levels. Results obtained during the pre-survey, experiment and post-survey were tabulated and analyzed using frequency and percentages.

Results revealed that none of the teachers in Indang East Elementary School were excellent in using computers, thus none of them use computers in either preparing or presenting their lessons. However, it was found that most students find computer prepared instructional materials (e.g transparencies) very interesting. Finally, results revealed that computer prepared instructional materials had an effect on the scores obtained by the students.

TABLE OF CONTENTS

	Page
BIOGRAPHICAL DATA.....	ii
ACKNOWLEDGMENT.....	vi
ABSTRACT.....	vii
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
INTRODUCTION.....	1
Statement of the Problem.....	2
Objectives of the Study.....	3
Significance of the Study.....	3
Scope and Delimitations of the Study.....	4
Time and Place of the Study.....	4
Theoretical Framework.....	4
Conceptual Framework.....	5
Definition of Terms.....	6
REVIEW OF RELATED LITERATURE.....	7
METHODOLOGY.....	14
Research Design.....	15
Sampling Procedure.....	15
Research Instrument.....	15
Data Gathering Procedure	16
RESULTS AND DISCUSSION.....	17

SUMMARY CONCLUSION AND RECOMMENDATION.....	29
BIBLIOGRAPHY.....	31
APPENDICES.....	32

LIST OF TABLES

Table	Page No.
1 Use of computers in teaching.....	17
2 Use of Instructional materials in teaching.....	18
3 Proficiency of teachers in specific computer programs.....	19
4 Level of interest of Grade VI students on different Instructional materials	20
5 Level of interest of Grade V students on different instructional materials	21
6 The importance of elements found on Instructional materials for grade VI students	22
7 The importance of elements found on Instructional materials for grade V students	23
8 Scores obtained by Grade VI Section 1 students for two weeks.....	24
9 Scores obtained by Grade VI section 2 for two weeks.....	25
10 Scores obtained by Grade V Section 1 students for two weeks.....	26
11 Scores obtained by Grade V Section 2 students for two weeks.....	27

LIST OF APPENDICES

Appendix		Page
A	Request letter to Indang East Elementary School.....	33
B	Pre- survey questionnaire.....	35
C	Survey questionnaire.....	37
D	Computer prepared instructional material used in the experiment.....	39
E	Video documentation of experiment.....	41

COMPUTER PREPARED INSTRUCTIONAL MATERIALS AND THE LEARNERS' LEVEL OF INTEREST IN SCIENCE AND TECHNOLOGY ^{1/}

**Raymond E. Dinglasan
Christian G. Layco
Jaymark T. Panco
Emilyn C. Tulin**

^{1/}A thesis manuscript submitted to the faculty of College of Arts and Sciences, Cavite State University, Indang, Cavite. In partial fulfillment of the requirements of graduation with the degree of Bachelor of Arts in Mass Communication major in Journalism with Contribution no. _____ prepared under the supervision of Ms. Bettina Joyce P. Ilagan.

INTRODUCTION

Since the modern world shares information now through the internet, computer literacy can be considered status symbol. Computer literate teachers are able to prepare handouts which are more timely or contextual or technically customized to cope with the present times. Also, other types of paper works are done easier using computers than with any other means. Teachers who are illiterate are traditional because they depend on the previous manuals or books which by time have probably faded information.

However, computer illiteracy is common among teachers in the rural areas. After studying the background of three elementary schools namely Ovidio dela Rosa Elementary School in Cavite City, Indang Central Elementary School, and Indang East Elementary School, the latter was found to have the least percentage of computer literate teachers.