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...ACY, TEACHING STRATEGY OF SPED TEACHERS AND COGNITIVE PERFORMANCE OF THE STUDENTS WITH LEARNING DISABILITY IN CAVITE S.Y. 2008-2009

Thesis

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EFFICACY, TEACHING STRATEGY OF SPED TEACHERS AND COGNITIVE PERFORMANCE OF THE STUDENTS WITH LEARNING DISABILITY IN CAVITE S.Y.2008-2009

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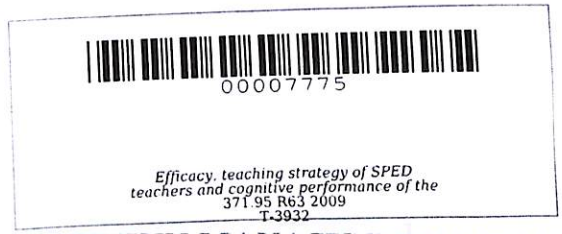
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ABSTRACT

ROGACION, GHLENN M. Efficacy, Teaching Strategy of SPED Teachers and Cognitive Performance of the Students with Learning Disability in Cavite A.Y. 2008-2009. Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University Indang, Cavite, Adviser: Mrs. Ma. Alodia C. Mercado.

This study was conducted to determine the efficacy, teaching strategy of SPED teachers and cognitive performance of the students with learning disability in Cavite for the school year 2008-2009.

Specifically, this study aimed 1) to determine the demographic profile of the SPED teachers in terms of: gender, educational attainment and teaching experience; 2) to determine the teaching strategy of the SPED teachers in teaching students with learning disability; 3) to determine the level of efficacy of the SPED teachers; 4) to determine the level of cognitive performance of the students with learning disability; 5) to determine the relationship between the teaching strategy of the SPED teachers and the cognitive performance of the students with learning disability; 6) to determine the relationship between efficacy level of the SPED teachers and the cognitive performance of the students with learning disability; and 7) to determine the relationship between efficacy and teaching strategy of SPED teachers in teaching students with learning disability.

This study used descriptive-correlational method in determining the relationship between the efficacy, teaching strategy of the SPED teachers and the cognitive performance of the students with learning disability.

A total of 29 SPED teachers and 145 students with learning disability in different public and private SPED schools in Cavite were utilized as respondents.

Cognitive performance scale for the students with learning disability developed by Dizon (2001) was used to measure the level of cognitive performance of the students. On the other hand, to identify the teaching strategy used by the SPED teachers a teaching rating scale was developed and validated. To measure the efficacy level of the SPED teachers an efficacy scale developed by Dembo and Gibson (1984) was used.

Results of the study show that majority of the SPED teachers were female graduated with a degree and had teaching experience of not less than five years. The Behavior modification approach was the teaching strategy commonly used by the SPED teachers in teaching their students with learning disability. Majority of the SPED teachers have a high level of efficacy in teaching students with learning disability. However, the total level of cognitive performance of the students with learning disability was fair. It was also found that there is no significant relationship and the teaching strategy of SPED teachers between the cognitive performance of the students with learning disability in terms of cognition, writing and mathematical comprehension. Meanwhile, reading comprehension of the students with learning disability shows a significant relationship between the teaching strategy used by the SPED teachers. However, it was also revealed that there is a significant relationship between the efficacy of the SPED teachers and the cognitive performance of the students with learning disability in terms of cognition, writing, reading and mathematical comprehension. Lastly, it was also revealed that there is a significant relationship between the teaching strategy and efficacy level of the SPED teachers.

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EFFICACY, TEACHING STRATEGY OF SPED TEACHERS AND COGNITIVE PERFORMANCE OF THE STUDENTS WITH LEARNING DISABILITY IN CAVITE S.Y. 2008-2009 [1]/

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[1]/ A Thesis manuscript presented to the faculty of the Department of Social Sciences and Humanities, College of Arts and Sciences, Cavite State University in partial fulfillment of the requirements for graduation with the degree of Bachelor of Science in Psychology with Contribution No._____. Prepared under the supervision of Mrs. Ma. Alodia C. Mercado.

INTRODUCTION

Education is a bridge for every student to learn, to explore and to gain knowledge. For the students with deficiency, specifically those students with learning disability, it is so hard for them to join in a normal class and to deal with other students to accomplish some academic tasks in school. To fill the longing of these students especially in gaining knowledge special education schools were established to cope and to help these students with learning disability.

Special education schools are the key and way for every student with deficiency to learn, to explore and to gain knowledge. Continuous and gradual study of these students in special education class is a big reason for them to believe in themselves even if their condition is not normal compared with other students in a regular class.

According to Quijana (2000), special education ultimately aims at the integration or mainstreaming of learners with special needs into the regular school system and