SCIENCE - RELATED ATTITUDES, TEACHING STYLES, AND PERFORMANCE AMONG GRADE 10 STUDENTS IN PUBLIC SECONDARY SCHOOLS IN CAVITE

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ABSTRACT

CRISTINA P. ROCILLO, Science-Related Attitudes, Teaching Styles, and Performance Among Grade 10 Students in Public Secondary Schools of Cavite. Graduate Thesis Master of Arts in Education, Cavite State University 2020. Thesis Adviser: Prof. Jason R. Maniacop

This study aimed to determine the science related attitude, teaching styles and performance of 320 grade 10 students in public secondary schools of Cavite gathered through stratified random sampling technique.

The study specifically aimed to determine the; (1.) demographic profile of the participants in terms of sex, parents educational attainment, parents occupation, and academic performance of grade 10 in Science; (2.) science- related attitude in terms of the participants in terms of . social implications of science, normality of scientists, attitude of scientific inquiry, adoption of scientific attitudes, enjoyment of science lessons, leisure interest in science and career interest in science; (3.) participants perceived the teaching styles of the teacher in terms of the all-round flexible and adaptable ,the student-centered, sensitive, the official curriculum ,the straight facts no nonsense, the big conference and the one-off teaching style; (4.) level of performance of the participants; (5.) the significant relationship between science- related attitudes and the teaching style of the teachers as perceived by the participants; (6.) significant relationship between science- related attitude and the level performance of the participants; (7.) significant relationship between teaching style of the teachers as perceived by the participants and the level of their performance; and (8.) the predictors of level of performance in science in terms of . social implications of science, normality of scientists, attitude of scientific inquiry, adoption of scientific attitudes, enjoyment of science lessons, leisure interest in science and career interest in science.

The study used descriptive correlational method design to determine the relationship between science- related attitude and teaching styles. Also stratified

random sampling technique was used to identify the participants. The 320 participants used the science related attitude and perceived teaching style questionnaires. While the level of performance of the students was measured using the 1st quarter grade in science ten takes from the response of students.

The descriptive statistics was used to analyze the data. Moreover, mean standard deviation, frequency and percentage distribution were used as well as the spearman rank correlation to determine the significant relationship between science related attitude and teaching styles, significant relationship between science related attitude and between level of performance and significant relationship between teaching style and level of performance. Multiple Regression was used to identify the predictors of level of performance in science in the study.

The result showed the level of Enjoyment in Science and Adoption of Scientific Attitude by the participants were in high level. The perceived teaching style of students was the official curriculum and combination teaching style were also in high level. Moreover, the level of performance of the participants was in Satisfactory Level. Further study revealed that there was a significant relationship between normality of scientist and the level performance of the participants.

Meanwhile, the following science related attitude like Social Implications of science, Attitude of Scientific Inquiry, Adoption of Scientific Attitudes, Enjoyment of Science Lessons, Leisure Interest in Science, Career Interest in Science did not have significant relationship in the level performance of the participants towards science. The relationship test between teaching styles and the level of performance and it was revealed that there is a significant relationship between the straight facts no nonsense teacher and the academic performance.

The Predictors of Level of Performance in Science using the Full Regression revealed that that Enjoyment of Science Lessons was Highly Significant to the Academic Performance. Meanwhile in Stepwise Regression the Predictors of Level

of Performance in Science were the Attitude of Scientific Inquiry, Enjoyment of Science Lessons and Leisure Interest in Science were

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INTRODUCTION

Science education is concerned with standards that provide expectations for the development of students' understanding through the entire course of the study. Students develop their interest through questioning to gather ideas that will come up in a new discoveries that would give a better outline in Science and Technology.

Attitudes towards science, scientists, and learning science have always been a concern for science educators. According to Osborne et al, (2003) explain that science thus appears to be "a love hate" subject elicits strong feelings in pupils' and also developing interest in the subject therefore appears to be a real challenge as much as it is challenging research subject. Attitude is very broadly used in discussing issues in science education and is often used in various contexts. These attitude could be a significant factor towards the academic performance in science.

Students' interest about the lesson lies on the style and strategies of the teacher himself; thus, the teacher's way/process of teaching play a big role on students' thorough understanding of the lesson. Once the process done in teaching is suitable and appealing to students' perception the learning and easy understanding of the lesson follows. According to Intan Kurniati (2017) Good teaching will lead to