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AN ASSESSMENT OF THE IMPACT OF VALUES INTEGRATION IN THE TEACHING OF COLLEGE BIOLOGY FOR THE NON-SCIENCE STUDENTS AT SAINT PAUL COLLEGE OF QUEZON CITY

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ABSTRACT

On account of the recurrently observed indifference toward the biology course of students who are not majoring in science, it was deemed necessary to think of a possible solution. Varied innovative techniques were tried, the most recent of which was Values Integration. The investigation addressed two major concerns: (1) the effectiveness of integrating values in teaching biology to the non-science students and (2) the scientific values which may lend themselves readily to biology teaching-learning process.

With the application of the t-test/ranking method /frequency determination to evaluate biology test and opinionnaire data scores, it was found out that: in general the group taught with Values Integration performed significantly better than the group taught without Values Integration; the scientific values of open-mindedness, initiative, diligence, search for truth, and persistence were consistent with the teaching of biology; and the science of life was a welcomed source of learning by the non-science students.

It may be concluded that: Values Integration is effective as an innovative technique in teaching, since it improves both academic and attitudinal performance in biology of the non-science students; there are scientific values consistent with the teaching of biology; and the prevailing attitudes toward biology even by the non-science students is a positive one. All these suggest that VALUES INTEGRATION technique supports the DECS' official recommendation to align values in teaching all levels of education.

