



De La Salle University – Dasmariñas

**Influence of Teaching Styles of SPED Educators on the
Learning Competency of Students with Dyslexia**

An Undergraduate Thesis

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Bachelor of Arts in Psychology**

By:

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ABSTRACT

Title: Influence of Teaching Styles of SPED Educators on the Learning Competency of Students with Dyslexia

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General Objective:

The general objective of this study is to know the influence of teaching styles of SPED educators on the learning competency of students with dyslexia.

Specific Objectives:

Specifically the following questions were sought:

- 1.) What is the demographic profile of the students with dyslexia in terms of:
 - a. age and
 - b. gender?
- 2.) What are the teaching styles being practiced by the SPED educators?



- 1.) Is there an influence of teaching styles of SPED educators on the learning competency of students with dyslexia?

Scope of the Study:

This paper focused on the teaching styles of the SPED educators and its influence to the learning competency of the students with dyslexia. This study concentrated on the SPED educators teaching in a special education setting and their students with dyslexia studying in the two selected SPED schools/center, Trails center for children in San Pedro Laguna and Oaktree Learning Center in Makati City, which includes the students' learning competency and their demographic profile such as age and gender. The respondents of this study were only limited to six SPED teachers and twenty-four students with dyslexia.

Methodology:

The study used a Descriptive Contingency Research Design. The respondents were chosen through purposive sampling. A validated Teaching Style Evaluation was used to be able to get the teaching styles being practiced by the SPED educators in their respective schools/center, while a Learning Competency Checklist was used to get the learning competency of the students with Dyslexia.

Findings:

Based from the results dyslexia is more prevalent in males compared to females. The results also shows that most SPED educators use the Bottom-up



approach in teaching reading to their students with Dyslexia. It also shows that the teaching styles of SPED educators have no influence on the learning competency of students with dyslexia.

Conclusion:

The researchers have concluded that the teaching styles of SPED educators have no significant influence on the learning competency of students with dyslexia.

Recommendations:

This study recommends that the SPED administrators should be particular in hiring teachers that are knowledgeable in teaching students with dyslexia and other learning disabilities. The SPED educators may also continue their professional growth by attending seminars and workshops that will equip themselves with better teaching methods to help students with dyslexia and other learning disabilities. This study also requires the used of a larger sample/population compared to the number used in the study. The future researchers who wish to continue this study may also attempt to include the severity of the disability of the students as well as the teachers' ability or skills in their research to be able to attain precise results.