



Teachers' Training and Students' Achievement
in Science and Technology I

A Master's Thesis

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ABSTRACT

Name of Institution : De La Salle University – Dasmariñas
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✓ The purpose of this research was to determine the relationship between teachers’ training and students’ achievement in Science and Technology I in the selected schools in the east unit, in the division of Cavite, SY 1998-1999. It also revealed which group of first year students had the highest achievement level in Science and Technology I when they were grouped according to teachers’ training.

The descriptive research design was used in the study. A self-made questionnaire for teachers’ profile and an achievement test for Science and Technology I were used as instrument of the study. The statistical tools used in the study were: percentage, mean, and t-test of uncorrelated means.

✓ From the findings of the study, it was concluded that:

1. Most of the teachers in Science and Technology I were non-science major and did not undergo training under project Rescue Initiative for Science Education (RISE);
2. More than one half of the students in Science and Technology I were under the teachers who were non-major in science with other trainings;



3. Students in the five selected schools had satisfactory achievement level;

4. Students whose teacher is a non-science major and trained under project RISE performed better than students whose teacher is a non-science major and with other trainings; and

5. The achievement level of students in Science and Technology I differs significantly when they were grouped according to teachers' training. Project RISE is contributory to higher achievement of teachers and students in Science and Technology I.

On the basis of the findings and conclusions of the study, the following were recommended:

1. Only teachers who are science major should be assigned to teach science subjects;
2. Teachers who are not major in science but are currently teaching Science and Technology subjects should be encouraged to undergo a comprehensive in-service training program like project RISE and other training related to science and technology, so that they can acquire more knowledge, concepts and skills in teaching science;
3. Teachers who are science major teaching Science and Technology should undergo continuous in-service training related to their field of specialization to keep them updated on the new strategies and innovations in teaching science, to further improve the achievement level of the students;



4. The staff development planners should plan appropriate in-service training programs in science and technology, where science and technology teachers can easily relate and apply knowledge gained in real class situations;

5. School administrators should motivate, encourage and support teachers to attend or participate in in-service trainings and other staff development activities, so that they may cope up to the rapid changes in education;

6. The DECS should prioritize budget allocations for staff development to make these trainings efficient and effective;

7. The DOST-SEI should have a continuing staff development program for science and technology teachers, to conduct an evaluative survey on the performance of teachers who had undergone training sponsored by them, and to provide training programs based and designed on teachers' needs and problem; and

8. Other teachers and staff development planners should conduct a similar study on the effects and benefits of in-service training to teachers and students.



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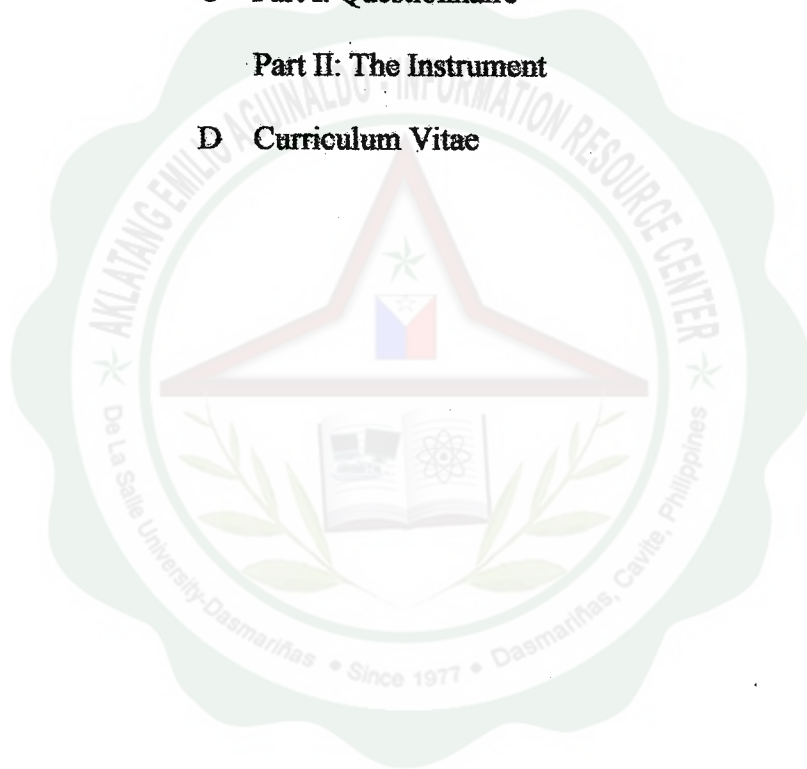
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FIGURE

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1 Conceptual Model

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