THE EFFECTIVENESS of INTEGRATING MULTIPLE TEACHING STRATEGIES ON STUDENTS' ACHIEVEMENT IN COLLEGE CHEMISTRY

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ABSTRACT

The main concern of this study is to determine the effectiveness of integrating multiple teaching strategies (MTS) on the achievement of freshmen College Chemistry students. The different teaching strategies integrated into some designated Chemistry topics were lecture method, concept mapping, cooperative and integrative learning strategies (ILS). The effect was measured in terms of the scores in an achievement test. This was then compared with the achievement test scores of another class who was taught using the lecture method. Non-equivalent control group design where two intact classes were used. An achievement test consisting of 20 items was constructed by the researcher. After validation, the instrument was administered to both groups as a posttest. Data collected were subjected to t-test with the posttest score as the dependent variable at 0.05 level of significance. Results revealed that the class subjected to an integration of (MTS) performed better and scored significantly higher than the class taught using the lecture method. An examination into the students’ comments revealed their preference for variations in the teaching strategies for teaching Chemistry topics; cooperative learning strategy being the most preferred. It can be concluded that using a variety of teaching strategies in a college Chemistry class enhanced the overall performance of students. Integration of (MTS) can make learning more pleasant, motivate students to learn more, thus achieve better in Chemistry.