

ABSTRACT

Title of the research: **USE OF AUDIENCE RESPONSE SYSTEM (ARS) IN RESPONSE TO THE NEEDS OF 21st CENTURY TEACHERS IN SELECTED PRIVATE ELEMENTARY SCHOOLS**

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This descriptive study was conducted to find out the uses of Audience Response System in response to the needs of the 21st century teachers from selected elementary private schools in Laguna, Cavite, and Manila. This study also centered on the advantages, disadvantages, and problems encountered by the respondents in using ARS in class. The results of this study were used as the basis of the proposed action plan on the use of ARS.

A self-made survey questionnaire and interview guide were formulated and agreed upon by the teachers, students, and the researcher for the purpose of gathering data. The most essential part of the data came from the two groups of respondents - the 82 teacher-respondents and the 146 student-respondents-who were using particular ARS in their classes.

The statistical tests used in this study were frequency count and relative frequency in percent which were used to count the responses of

the respondents on questions that start with “what” and “how often”. Mean was also used to rank the responses from both respondents.

The findings based on the data gathered through the questionnaires were strengthened by the findings based on the data gathered through interview. Both the teachers and students were using applications like kahoot, Edmodo, and more. While no one among the teachers was using clickers, some of the students were using such. Tablet, iPad, smart board, and computer were also being used by both the teachers and students.

The findings showed that most of the teachers were using ARS to increase student participation, to make visual aid more realistic and fun, and to maintain the interest of the students. These findings were gathered through questionnaire and reinforced by the same findings through interview. More of the teachers used ARS to stay connected with students even outside the class.

Both teacher-respondents and student-respondents found the advantages in the use of ARS. According to them, it enhances student participation, shows immediate feedback, is accessible to all learners, and does not cost much maintenance. However, the study also showed that most of the problems of both teacher-respondents and student-respondents were slow internet connection and lack of skills to use the ARS.

One of the recommendations based from the findings and conclusions was the implementation of the “Action Plan on the use of ARS in the class. The results of the study were used as the basis of this proposed action plan.

