

**ABSTRACT**

Name of Institution: **De La Salle University – Dasmariñas**

Address: Dasmariñas, Cavite

TITLE: The Use of Learning Stations in Teaching Science

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OBJECTIVE OF THE STUDY:**A. GENERAL**

This study aimed to determine the use of Learning Stations in teaching Science to Grades 4 and 5 of Galilee Academy SY 2006-2007.

B. SPECIFIC

This study specifically wanted to determine the materials used by the teachers in Learning Stations and its effectiveness in teaching Science.

SCOPE AND COVERAGE:

This study was limited to the following:

The setting was at Galilee Academy. The respondents of this study were 37 grades 4 and 5 pupils from Galilee Academy School.



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There were 21 Grade 4 pupils and 16 Grade 5 pupils who were enrolled in SY 2006-2007.

METHODOLOGY:

This study utilized the descriptive method of research. The research instrument was a self-made survey questionnaire validated by selected teachers, which was answered by 37 Galilee Academy students during the school year 2006-2007. The survey questionnaire was used to determine the materials used by the teachers in Learning Stations in teaching Science and it was supported with documents and articles found in the review of related literature. Weighted mean, frequency count, percentage, and ranking were used to treat the gathered data.

FINDINGS

The materials used by the teachers in Learning Stations, according to the results of this study were the following: 100 percent of the respondents answered that pictures or illustrations were used in the learning stations. The second most used materials were the experimental materials with a percentage of 97 followed by film showing materials with a percentage of 95. The table also showed that the least used materials were concept maps with a percentage of 38.



The results also revealed that the most effective was statement number 1 (The Science Learning Stations helped me in understanding the lesson) with a mean of 1.30 and a verbal interpretation of agree. Second in rank was statement number 6 (The Science Learning Station materials were appropriate for the given topic) with a mean of 1.49 and a verbal interpretation of agree. Third in rank was statement number 7 (The Science Learning Stations should be used more frequently in teaching science) with a mean of 1.51 and a verbal interpretation of agree. The least effective, according to the respondents was statement number 5 (I did not have a hard a time following the procedures in the Science Learning Stations) with a mean of 2.70 and a verbal interpretation of disagree. These data gathered revealed that the learning stations were effective in teaching Science.

CONCLUSIONS

The Learning Stations can be used in teaching Science to elementary pupils. It can make use of different materials. The materials which can be best used in Learning Stations were pictures or illustrations, experimental materials, and film showing materials. On the other hand, concept maps were the least used materials in Learning Stations.



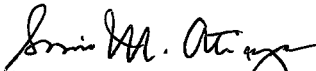
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The Learning Stations were effective in teaching Science because majority of the respondents agreed that Learning Stations helped them understand their Science Lessons.

RECOMMENDATIONS

1. Different public and private elementary schools should come up with Learning Stations in their schools to make learning more exciting for the elementary pupils.
2. Learning stations should also be used in teaching by teachers in different schools.
3. The procedures to be followed in a Learning Station should be clearly explained to the pupils to avoid misconceptions or misunderstandings of concepts in Science.
4. There should be other materials included in the Learning Stations.

Recommending Approval


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