

EFFECTS OF VALUES ON THE PERFORMANCE IN BIOLOGY OF COLLEGE STUDENTS

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ABSTRACT

Most often, students encounter situations in their classroom environment that make them confused to what should be their particular response to meet a variety of stimuli exposed to them. This poses difficulty in understanding as they are not yet exposed to situations like that. It is therefore of utmost importance for one's learning capacity to select only the most salient manifestation in their classroom environment to which one should attend. This study was conducted to determine the effects of values on the performance in biology of college students. The Pretest-Posttest Control Group Design was used with researcher-made questionnaire employed for values and performance. Cooperative learning was used as teaching technique for the experimental group while it was a traditional lecture-discussion method for the control group. The study revealed a variation in ranking both groups showing same response in terms of values during their pretest. However, on the performance level, a very satisfactory result from the experimental group came out, in contrast to the control group that needs improvement. There was significant difference on the performance in favour of the experimental group, with values showing significant effect on their performance. In terms of personal characteristics, occupation of mother and estimated monthly family income were significant predictors of values.

Keywords: Cooperative learning, lecture-discussion, performance, values.