PROCESS ORIENTED GUIDED INQUIRY LEARNING: ITS EFFECT ON THE ACHIEVEMENT AND ATTITUDE TOWARDS MATHEMATICS OF GRADE 9 LEARNERS

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This study investigated the effects of using Process Oriented Guided Inquiry Learning on the achievement and attitude towards Mathematics of Grade 9 Learners. This was conducted in Lantapan National High School, Division of Bukidnon during the school year 2017 – 2018. The activity worksheet covered the topics on quadrilaterals during the third grading period.

The study employed the quasi-experimental pretest posttest research design. Out of ten sections of grade 9 junior high school, two intact groups were selected at random. In the same manner, one section was randomly assigned as the control group and the other section the experimental group with 30 participants each. The experimental group was taught with POGIL approach; while the control group was taught without the POGIL approach.

The first research instrument used in this study was the 30 item achievement test. This was used in the pretest and posttest of learners of the two groups. The second research instrument was the 25-item attitude scale. This was used to determine the attitude towards mathematics of learners’ taught with POGIL approach and those without the POGIL approach. The data were treated with the mean, standard deviation, ANCOVA at 0.05 level of significance.

Findings revealed that there was a significant difference both in the achievement and attitude of the learners towards mathematics between the experimental and the control group. The learners taught with the POGIL approach participated actively, value responsibility and were involved in the activities most of the time.