

Abstract

The main purpose of this study is to determine the “Initial Impact of Instructional Development Intervention on Learning Style and Behavior of Primary 2 Students in Social Studies Subject at Saint Gabriel’s College during the Academic Year 2009-2010.” This study aimed to: Describe and analyze the current status of learning style and behavior of primary 2 students in social studies subject. Implement appropriate IDI’s in changing the learning style and behaviors of primary 2 students in social studies subject. Determine the initial impact of IDI’s in the learning style and behavior of primary 2 students in social studies subject.

There were 120 students from this study comprising of students from room 1 and room 2 respectively. Room 1 was the intervention group or experimental group in this study while the students from room 2 were the control group. The research design of this study uses the Action Research Model with Instructional Development Intervention to measure the six learning styles and the behavior of students in social studies subject. There were two methods applied in gathering the data, the use of questionnaires and the use of observation guides.

During the research analysis, it was found out that there is an initial impact in the intervention applied on learning style of students in social studies. The six learning styles of students in this study will serve as an eye opener and reference for future studies as well as for the interventions used in this study. It was found out that most students are more independent rather than dependent on the teacher in social studies. They are avoidant if there’s no reward and motivation from the teacher. They collaborate if given reinforcement and encouragement. They compete if given extra

points or marks in any given activity or home work. They also participate if there is any interactive game prepared by the teacher.

Whereas, there is also an initial impact in the intervention applied on student's behavior in social studies. Behavior of students in this study was somehow diverse and complex. Most students have low negative impression in social studies subject may be due to the relaxed and unrestricted discipline of teacher. However, due to the intervention efforts of the teacher, the students had a positive impression rather than a negative impression. It was found that there is a significant effect in the behavior of students if the teacher will impose classroom rules. Used of more constructive rewards rather than punishment. Used of praise if they behave well and performed well in the class. Changing of rewards more often so that more students will be encouraged do to well inside the class.

Continuous and consistent implementation of intervention to student's learning style and behavior will bring about positive results. Enforcing motivation, rewards, discipline and planning will change the way teachers care for their students and eventually in the future to attain the desired goals.