Abstract

The main purpose of this study is to identify the Initial Impact of Instructional Development Intervention on Teaching Style and Students' Learning Style: A Case of Secondary 1 Technology Class at Saint Gabriel's College during the Academic Year 2009-2010. This study aimed to: (1) To describe and analyze the current status of secondary 1 students in rooms 6 and 8 for technology subjects in terms of teaching style and students' learning style. (2) To identify the most effective IDI's to improve the teaching style and learning style of secondary 1 students in room 8 for technology subjects and (3) To determine the differences between room 6 and room 8 in terms of teaching style and students' learning style. Specifically the study sought to answer the following questions:

1. How are the secondary 1 rooms 6 and 8 for technology subjects in terms of their pre-IDI and post-IDI in:

    a. Teaching style?

    b. Learning style?

    c. Observation?

2. What is the most effective and suitable teaching style and learning style for specific teaching and learning objective of secondary students of rooms 1 room 8 for technology subjects?

3. Is there a significant difference in teaching style and learning style between

    a. Secondary 1 students of rooms 6 and 8?

    b. Pre-IDI and Post-IDI in room 8?

4. Do IDI's have initial impact on teaching style and learning style in Secondary 1 Room 8?

There were 66 students used in this study, 33 students from room 8 subjected to intervention and 33 students from room 6 as the control group in this research. The research design of this study uses the Action Research Model with Instructional Development Intervention to measure the teaching style and learning style of students. The main method applied by the researcher in gathering data was the use of questionnaires following the tools of assessment and evaluation formulated by Grasha-Riechmann. ʻ

Data analysis was divided into two methods; quantitative and qualitative data analysis. The descriptive statistics of frequency distribution, percentage and mean were the main statistical methods used in order to differentiate the gaps between the pre-IDI and post-IDI. To analyze and get the most effective teaching style and learning style for a specific objective, regression weight was used in this study to determine the impact of ID intervention, sample paired t-test was used.

After the Instructional Development Intervention activity, the results of the findings from both qualitative and quantitative data analysis in teaching style and learning style were obtained. Teaching style showed that there was a high manifestation on being expert and delegator of teachers in room 5, while formal authority; personal model; and facilitator have only a moderate manifestation to the teacher. On the other hand, learning style has a high manifestation on collaboration and competition of students inside the classroom while, being dependent of students in the class manifest low which is good for the teacher and student as well not to depend much on teacher. Considering the observations made by the researcher, the students from room 8 secondary 1 interestingly change and improve compared to the previous results without any intervention.