

THE EFFECTS OF STATION-ROTATION MODEL ON THE STUDENTS ATTITUDE AND ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

Nowadays, the teachers' role is to facilitate the learning of their students. The students play the biggest role in the learning process further. They will learn more than they work together with their co-learners. Thus, a teacher must use a learning strategy where student-to-student interaction is present. This study investigated the effects of Station-Rotation Model in teaching mathematics. This was conducted in one of the secondary schools in the Division of Pagadian City during the first grading period of the school year 2018-2019. The study compared the achievement and attitude towards mathematics between those students who were taught with Station-Rotation Model and those students who were taught conventionally. A quasi-experimental pretest-posttest control group design was used with two groups which were matched according to their Mathematical Level. There were sixty students from the two sections. Thirty students from the experimental group were compared with thirty students from the control group, based on their mathematical ability level. An achievement test was developed and used to assess the students' achievement in Mathematics. Aiken's attitude scale towards mathematics was also used to assess the students' attitude towards the subject. The data were treated with One-Way Analysis of Covariance (ANCOVA) and T-test at 0.05 level of significance. The study revealed that there is a significant difference in the Mathematics achievement test scores between the students taught with Station-Rotation Model and those students who were taught conventionally in favor of the experimental group. There was no significant difference in the attitude towards the subject between those students who were taught with Station-Rotation Model and those taught conventionally.

Keywords: cooperative learning, station-rotation model, quasi-experimental, Mathematics achievement, attitude towards Mathematics