"PEER ASSISTED LEARNING STRATEGIES (PALS): EFFECTS ON THE INTELLECTUAL ACHIEVEMENT AMONG GRADE 7 STUDENTS IN SCIENCE OF TMCNHS – CONCHU ANNEX"

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ABSTRACT

Peer-Assisted Learning Strategies (PALS) is an intervention that utilizes the help of more advanced students for assisting in the development of children in Science. In each pair, one student serves as the "coach," while the other is the "player." The teacher then pairs the two most capable students, the second two most capable, and so on. Pairs are changed frequently so that each student eventually has the opportunity to be both a coach and a player. The experimental method of research should be used in this study.Based on the gathered data findings show that 33 or 79% of the respondent's age is 10 – 12 years old, 7 or 17% of the respondent's age is 13 – 14 years old while 2 or 4% of the respondent's age is 15 – 16 years old and of the respondents in terms of gender . Findings show that the experimental group has an achievement level of 83.83 while the controlled group has an achievement level of 81. 64 and lastly about significant difference of student's level of intellectual achievement. Finding shows that the absolute value of the calculated t is smaller than critical value (1.7134<1.99), so the means are not significantly different.

Keywords: peer, learning, peer-assisted, strategies, intellectual, achievement

1. INTRODUCTION

Peer-Assisted Learning Strategies (PALS) is an intervention that utilizes the help of more advanced students for assisting in the development of children with greater education needs specially in Science. The program combines peer tutoring with instructional principals and techniques. Specific techniques vary depending on the grade level and domain of focus. Teachers pair students based on skill levels and social compatibility. In each pair, one student serves as the "coach," while the other is the "player." Teachers make pairings by ranking all the children in the class on reading capabilities and splitting the list in half. The teacher then pairs the two most capable students from each list, the second two most capable, and so on. Pairs are changed frequently so that each student eventually has the opportunity to be both a coach and a player. It also uses to improve students' success within targeted topic in a subject area. It provides review sessions outside of class in which students work collaboratively by discussing reading, comparing notes, working together and share ideas for improving in class(Fuchsetal.,2007)

2. METHODOLOGY

The experimental method of research should be used in this study. It is a procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. The following are the statistical being used during the study: frequency. This usually refers to the number of times the event occurred or the characteristics present in the study; mean. This usually refers to average that is used to derive the central tendency of the data in question; and t – test. T test is used to compare two different set of values. It is generally performed on a small set of data.
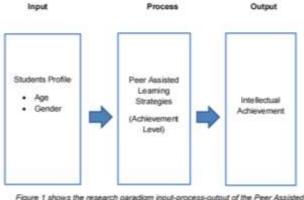
3. MODELING AND ANALYSIS

Figure 1 shows the research paradigm input-process-output of the Peer Assisted Learning Strategies (PALS)

4. RESULTS AND DISCUSSION

Based on the gathered data the following are the result on the profile of the respondents in terms of age. findings show that 33 or 79% of the respondent's age is 10 – 12 years old, 7 or 17% of the respondent's age is 13 – 14 years old while 2 or 4% of the respondent's age is 15 – 16 years old and of the respondents in terms of gender. Findings show that 19 or 45% of the respondents are male while 23 or 55% of the respondents are female. Based on the intellectual achievement level of the students in science. Findings show that the experimental group has an achievement level of 83.83 while the controlled group has an achievement level of 81. 64 and lastly about significant difference of student's level of intellectual achievement by peer assisted learning strategies. Finding shows that the absolute value of the calculated t is smaller than critical value (1.7134<1.99), so the means are not significantly different.

5. CONCLUSION

Based on the result of the study, the PEER ASSISTED LEARNING STRATEGIES (PALS) helps the students intellectual achievement in Science, regardless of whether they began the year low -, average -, and high – performers

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