

**ACADEMIC PERFORMANCE AND PROBLEM SOLVING SKILLS
OF THIRD YEAR HIGH SCHOOL STUDENTS
IN EXPERIENTIAL LEARNING**

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ABSTRACT

This study aimed to determine the academic performance and level of problem solving skills of third year high school students in experiential learning. This study was conducted at San Rafael National High School for the school year 2011-2012. Specifically, this study sought to answer the following questions: 1) What is the academic performance of the students in the pre-test and posttest in the control and experimental groups? 2) What is the level of problem solving skills of the respondents in control and experimental groups? 3) Is there a significant difference between the students' academic performance and problem solving skill?

This study is anchored on the hypotheses that there is no significant difference in the academic performance and problem solving skill of the students who were exposed and not exposed to experiential learning. It used the Matched Group Design wherein the experimental and control groups were matched in age, sex and previous scholastic performance. The data were collected, tallied, tabulated and then interpreted through the use of the following statistical treatments 1) arithmetic mean, 2) standard deviation, 3) Z-test, 4) Item analysis 5) analysis of variance, 6) t-test for correlated samples and 7) Pearson product moment of correlation. They were used to quantify the collected data.

Students in the control group were classified as satisfactory in their level of performance and showed a slight increase in their academic performance from the Performance Level (PL) of 30.76% to 43.5% while in the experimental group, there was a considerable increase as indicated by their Performance Level (PL) from 25.8% to 79.2%. They were generally categorized as very satisfactory in their level of performance. There was a significant difference in the academic

performance of the students who were exposed and not exposed to experiential learning as revealed in their mean and variance.

Employing experiential learning helped the students to develop their problem solving skill which enhanced their computational and mathematical abilities. Respondents in the control group were generally considered as approaching proficient, while, in the experimental group they were in their advanced level of problem solving skills.

There was a significant difference between academic performance and problem solving skills. This means that problem solving skills developed by the students in experiential learning is much better than their academic performance.

On the basis of the finding and conclusions obtained, the following are recommended: 1) Since the student- respondents who were exposed to experiential learning improved their academic performance in Chemistry, teachers may maximize the use of this approach in Science classes. The use of selected experiential learning activities may be used to other subject areas to enhance the students' academic performance. 2) It is then recommended that the students must be regularly engaged or exposed to experiential learning to enhance their skill in problem solving. Furthermore, this can also be used in other related lessons involving calculation and mathematical problem solving activities; 3) The improvement of academic performance of students must be well develop. Teachers must expose their students in various experiential learning activities such as presenting science magic, actual manipulation of the apparatus and problem solving activity that will give them opportunity to experience, appreciate and value the importance of academic enhancement and develop their problem solving skills.