OUTCOME OF PARTICIPATION

by:

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One of the challenges of teachers in classroom setting is the student’s participation inside the class. Being a Technology and Livelihood Education (TLE) teacher on which the performance sums up half of student’s grade, I find student’s participation a factor to level up student’s progress. With this in mind, I had chosen outcome of student’s participation inside the class as my thesis problem which helped me to acquire my master’s diploma.

Effectively promulgating student involvement inside the class can sometimes be a test if student is hesitant to get involved in classroom activities. The absence of culture of proactive learning is also a factor on why students feel reluctant to participate. (Rocca, 2010)

In my thesis entitled “The Outcomes of Grade 10 Students’ Participation in Dressmaking Classes in Selected Public High Schools in the District of Mariveles,” student related factors such as sex, monthly family income, academic performance in dressmaking and specific classroom output; and outcomes of students’ participation in terms of felt participation in class, self-efficacy, sense of community and overall feelings/satisfaction with the class, have a significant relationship to each other.

It was found out that the student respondents have a favourable perception of on the outcome of their participation on their dressmaking class which the basis of their felt participation, sense of efficacy, sense of community and over-all feeling. The result signifies that the level of satisfaction and performance of the learners is leading further
on the realization of the competency of teachers in delivering quality TLE education and the ability of learners to maximize their full potential in the educative process.

Grounding on the result of the study, it is concluded that the more involvement students have on their classroom activities, the more significant the outcome of participation become. However, scrutinizing deeply this phenomenon, the outcome of students’ participation will always boil down to teacher factor.

Teachers, as facilitators and managers of classroom pedagogy and environment should always promote student’s participation. As the Department of Education believes, quality learning is dependent to quality teaching. It is always be our job and vocation as teachers to make students participate and make this involvement worthwhile.

References:
