**ABSTRACT**

Development of Teacher-Designed Self-Learning Kit in Geometry For The Subanen, Maranaos, and Visayans. Hambre, Vilma D., Unpublished Dissertation, Graduate School, Mindanao State University, 2013

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This is a comparative study on the development of teacher-designed self-learning kit (SLK) in Geometry for the Subanen, Meranaos, and Visayans, reflecting the culture, tradition and ethnicity of these The researcher used quasi experimental design involving quantitative and qualitative approaches. Quantitative approach was used to interpret the numerical value obtained in this study. Qualitative approach, on the other hand was used to qualify the data that would triangulate the quantitative results. Moreover, these data were analyzed through statistical treatment. The respondents were grouped into control and experimental. They were purposively assigned to their respective groups. Achievement test was given to the respondents in the control and experimental groups after the implementation of the SLK. To develop SLK it follows the Taba Model as stated: Diagnoses of needs, formulation of objectives, selection of content, logical organization of content, selection of learning experiences, organization of learning activities, evaluation and means of evaluation. Readability test was used in the evaluation of the SLK in terms of its readability for the users.

To evaluate the effectiveness of the SLK in teaching Geometry, observations and interviews were employed in gathering the information qualitatively, particularly the insights and beliefs of students on self-learning kit. The feedbacks of the teachers regarding the self-learning kit as a tool in the classroom instructions were also considered.

The mean achievement scores between experimental and control group vary significantly at 0.05 level of significance among the three groups of respondents. The traditional method of teaching differs significantly since the teachers have different teaching strategies. The p-value is less than the level of significance at 0.05. This means that the mean scores of Subanen tribe differ significantly from the mean scores of Meranao and Visayan tribes. The untoward peace and order incident that happened in Lapuyan, Zamboanga del Sur affected so much the performance in the achievement test of both experimental and control groups in the Subanen tribe. All the respondents rated the SLK “excellent” in their evaluation. The student-respondents showed positive insights and perceptions in the use of SLK in their learning process. It enhanced their critical thinking, promoted their creativeness, and interests. Moreover, they become more motivated to learn the concepts and they enjoyed their interactive learning.

This study is a timely response to the program of the Department of Education, namely, the Philippines’ Response to Indigenous Peoples and Muslim Education (PRIME), and the School Base Management (SBM) and the Mother Tongue Base programs which aim to fairly and equitably meet the needs of the diversity of learners, the learning environments and processes and educational structures and systems. Moreover, this study responded the aims of the Department of Education in attaining the following: (a) knowledge based culture and their application to culture based teaching of basic education; (b) opportunities for critical dialogue with the local culture; (c) contribute to a deeper understanding and appreciation of culture.