Process Oriented Guided Inquiry Learning: An Effective Approach in Enhancing Students' Academic Performance

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Abstract: This study investigated the level of performance of the students who were exposed to traditional method and POGIL method of teaching. This also aimed to determine if there is a significant difference between students' exposed to traditional method of instruction and students' exposed to guided inquiry instruction (POGIL) in terms of their academic performance in particulate nature of matter as measured in the post-test. One intact class (N=41) from the SSC – III students of Lala National High School was utilized in this study who were divided and distributed randomly to the control group and experimental group. Traditional method was utilized for the control group while POGIL method was utilized for the experimental group. The Particulate Nature of Matter Assessment version 2 was used in data gathering which was developed by Yezierski and Birk (2006). The gathered data was statistically treated using frequency and percentage distribution, Levene's Test for Homogeneity and Analysis of Covariance. Result of the study revealed that POGIL method has improved students' level of performance more than the Traditional teaching method. There is also a significant difference on the performance of the students in both groups, $F(1,38)=43.02$, $p<0.05$, $eta^2=0.53$. Adjusted mean scores suggest that the use of POGIL instruction (M=16.53, S.E. = 0.393) is significantly better in enhancing students' academic performance compared with the traditional method (M=12.92, S.E. = 0.384). Thus, teachers are urged to use POGIL method in their science lessons.

Key Words: particulate nature of matter; guided inquiry, academic performance; traditional method