

A Meta Analysis of the Recent Work-Related Research of BEC-Teachers in the Graduate Programs of the Selected HEIs in Region I and CAR

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Abstract : This study critically analyzed the recent theses and dissertations of the Basic Education Curriculum (BEC) teachers who finished their graduate programs in selected higher educational institutions in Region I and CAR to be able to come up with a unified result from the varied results of the analyzed research works. All theses and dissertations completed by the educators/teachers/school personnel in the secondary and elementary public and private schools in Region 1 and CAR from AY 2003-2004 to AY 2007-2008 were classified first-as to work or non-work related; second-as to the different aspects of the curriculum: implementation, content, instructional materials, assessment instruments, learning, teaching, and others; third-as to being eligible for meta-analysis or not. Only studies found eligible for meta-analysis were subjected to the procedure. Aside from documentary analysis, the statistical treatments used in meta-analysis include the standardized effect size, Pearson's correlation (r), the chi-square test of homogeneity and the inverse of the Fisher transformation. This study found out that the BEC-teachers usually probe on work-related researchers with topics that are focused on the learning performances of the students and on factors related to teaching. The development of instructional materials and assessment of implemented programs are also equally explored. However, there are only few researches on content and assessment instrument. Research findings on the areas of learning and teaching are the only aspects that are meta-analyzable. The research findings across studies in Region I and CAR of BEC teachers that focused on similar variables correlated to teaching do not vary significantly. On the contrary, research findings across studies in Region I and CAR that focused on variables correlated to learning performance significantly vary. Within each region, variations on the findings of research works related to learning performance that considered similar variables still exist. The combined finding on the effect size or relationship of the variables that are correlated to learning performance are low which means that effect is small but definite while the combined findings on the relationship of the variables correlated to teaching are slight or almost negligible.

Keywords : meta-analysis, BEC teachers, work-related research,

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