

Building the Interest of Grade Three Pupils in Science Subject Through HOOD Collaborative Approach (Helping Others Observe and Discover)

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Abstract: This study was conducted to determine the effectiveness of the HOOD Collaborative Approach (Helping Others Observe and Discover) in building the interest of the grade three pupils in Science subject. According to literature review, children become engrossed in Science if they are challenged to discover the natural world through observation and discoveries in a fun enjoyable way. With this, the researcher focused on what methods can be applied appropriately in order to develop the interest of the grade three pupils in Science subject since it is their first time to deal with the subject. The proponent used data gathering method procedure through interviews, checklist, data collection and planning for data analysis with the help and cooperation extended by the Science teacher of grade three. Common teaching methods were identified to measure the level of pupils' interest in Science. Analysis of factors revealed five reasons which affect in building pupils' interest. The data were analyzed through weighted mean and verbal interpretation. The paper shows the effectiveness of the collaborative approach HOOD when used in Science activities will help build the interest of the grade three pupils in Science subject. This research is timely as it sought answers concerning as to how learners would develop their interest in Science considering that it is a complex and difficult subject.

Keywords: building pupils' interest, collaborative approach, effectiveness.

1. Introduction

For all knows, Science is the empirical and pragmatic activity, which encompasses the methodical study of the behavior and structure of the natural and physical world through experiment and observation. To fully understand what our natural world offers, and how it operates, Science requires collaborative hard work among human beings.

The best way to build the interest in science is to bring it to life with thrilling activities and experiments. Learners will be amazed by how the candle melts, or how their toys float or sink on the water, whereas the older students will be mesmerized from observing how planets rotates to its axis. When students "perform" science they are more becoming to be excited about it.

You can expand student interest in science by amplifying their natural curiosity and connecting science to their daily

lives. To help students advanced a deeper understanding and come up questions of their own, teachers can provide new explorative and creative opportunities to make sure that the students will be able prosper in the many years beyond their educational careers.

Prospective grade three school children are being prepared to be supplied with a more complicated situation or task since they mastered already the basic reading and mathematics skills. This time they will be introduced to the world of Science to continue to explore the world around them. They will also begin to think outside the box as they learn more about the world beyond home and school, and they will become very fascinated in learning new things.

But according to recent researches, it has been manifested that innumerable students think that science as a confusing and difficult to understand subject. This insight by the students has affected their individual performance.

There has been a negative thought by most of the students that science is a complex and boring subject and this should not be the manifestation since it is one of the greatest and important studies in the world. Students should be encouraged to study science since it opens a bigger picture of what the world really is. For beginners, Science needs to be introduced in an engrossing and fascinating way. Learners should be motivated in order to pursue this important course.

In a class, collaborative learning is one of the strategies teachers use to make the student becomes more engage in learning something new. Proponent of collaborative learning believes it helps students in many ways. It is theoretical that working together increases learning outcomes. Collaborative learning happens when students are working in groups of two or more with a common goal of understanding concepts, giving solutions, finding meanings, or creating something useful. It creates camaraderie within and among children and give them a chance to have a sharing of ideas. Collaborative learning encourages students to interact with and rely on each other as resources.

Instructional targets for students are design to encourage cooperative, competitive, and may also be individualistic efforts. It also develops higher-level thinking, oral

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communication, self-management and more so the student's leadership skills, self-esteem, and sense of responsibility. With this kind of teaching technique, student will be exposed to having a share of activity- management and will somehow increase in understanding of a more diverse perspective.

In a more feasible classroom, all students would take part and be able to adopt how to work cooperatively with others, compete for pleasure and amusement, and work with freestanding on their own. The teacher concludes which goal structure to carry through within each lesson.

The idea of collaborative learning, the grouping and pairing of students for the intend of realizing an academic goal, has been widely researched and prescribed throughout the professional literature. The term "collaborative learning" make mention to an instruction procedure in which students at various performance levels work together in small groups promoting a common goal. The students are the one in charge for one another's learning as well as their own. Thus, the great achievement of one student helps other students to be achiever too.

This study aims to measure the effectiveness of the project HOOD (Helping Others Observe and Discover) a collaborative approach in building the interest of the grade three pupils.

2. Objectives of the Study

This study point at a target on the question on what procedures can be applied in order to build the interest of the third grade students in Science subject. There has been a negative perception by majority of the students that science is a complicated and dull subject.

This study was conducted in order to determine what measures could be taken in ensuring that science is an interesting subject to the various students. It targets to motivate students into learning science through the numerous methods.

Specifically, the researchers aimed to answer the following questions:

1. What is the level of pupils' interest in Science using common teaching methods?
2. What are the factors affecting the pupils' lack of interest in Science?
3. What innovation may be proposed to intensify pupils' interest in Science?

3. Methodology

A descriptive research design was utilized to gather data from 113 grade three pupils of San Roque Elementary School who are taking up Science for the first time under Mother Tongue instruction.

This study was limited only on the actual Science performance of the given respondents.

To be able to gather the data, the researchers first sought the approval of the principal as well as the advisers of the respondents for the conduct of the survey and data gathering respectively.

After the approval of the request, date and time for the conduct of the survey were set. The respondents were well-

informed regarding the procedure of the study.

4. Results and Discussion

This part of the study presents the responses to the research objectives heaved in the research.

A. Level of pupils' interest in Science using common teaching methods

Table 1
Common teaching methods used in teaching science

Common Teaching Method Used	Weighted Mean	Verbal Interpretation
Lecture	2.25	Low Level
Direct Instruction	2.21	Low Level
Drill and Practice	2.89	Moderate Level
Discussion	2.29	Low Level
Memorization of Science Concept	1.37	Very Low Level
Average Weighted Mean	2.20	Low Level

Table 1 presents the data on the level of pupils' interest in Science using common teaching methods. The average weighted mean is 2.20 which is verbally interpreted as low level.

The moderate level of pupils' interest in Science is utilization of drills and practice with a weighted mean of 2.89. this is due to the fact that they are somewhat familiar with this method. On the other hand, memorization of Science concept with a weighted mean of 1.37 is manifested at a very low level of pupils' interest. Pupils find it hard to memorize Science concepts because they learn more by performing activities collaboratively.

Meanwhile, lecture, direct instruction and discussion methods with a weighted mean of 2.25, 2.21 and 2.29 respectively yielded the same verbal interpretation of low level. With the kind of learners, we have today, they have a shorter attention span. They prefer interactive, experiential and collaborative learning.

B. Factors affecting pupils' lack of interest in Science

Table 2
Factors affecting pupils' lack of interest in science

Factors affecting pupils' lack of interest in Science (Mga Sanhi ng Kawalang Interes ng mga Mag-aaral sa Asignaturang Agham)	Weighted Mean	Verbal Interpretation
Boredom (Pagka-inip sa Asignatura)	4.50	Very Strongly Experienced
Monotonous Activities (Iisa o Pauli-ulit na Istratehiyang Gamit sa Pagtuturo)	4.37	Strongly Experienced
Poor Classroom Structure (Hindi Maayos na Kapaligiran o Sitwasyon sa Silid-aralan)	4.21	Strongly Experienced
Peer- Group Relations (Pakikisalamuha o ugnayan ng mga Mag-aaral)	4.32	Strongly Experienced
Lack of Instructional Materials (Kakulangan ng mga Kagamitan sa Pagtuturo)	4.51	Very Strongly Experienced
Average Weighted Mean	4.38	Strongly Experienced

Table 2 presents the result of the pupils' responses on factors affecting their interest in Science. The average weighted mean of 4.38 revealed that grade three pupils experienced several factors affecting their interest in Science subject. Boredom with a weighted mean of 4.50 and lack of instructional materials with

a weighted mean of 4.51 both have verbal interpretation of very strongly experienced. This shows that pupils have experienced lack of interest in Science.

It can also be gleaned from the table that pupils also strongly experienced monotonous activities, poor classroom structure and peer-group relations with weighted mean of 4.37, 4.21 and 4.32 respectively.

As they experienced such, learners tend to become disengaged and started to have no interest in Science subject. In this regard, they must be given enjoyable and challenging activities that will stimulate their brains, get over their hurdles and become more enthusiastic in their study.

C. Innovation to intensify pupils' interest in teaching Science?

Project HOOD (Helping Others Observe and Discover) Collaborative Approach.

1) Jigsaw cooperative learning

Each student is responsible for his own part of a whole group activity or try a hands-on science experiment. By involving students and making your lesson interactive you are keeping your class more interesting.

2) Travelogue

A movie, book, or illustrated lecture about the Science topic that is to be viewed or posted in different corners of the classroom or to an open area in school. Each group of students will do a tour and exchange views and ideas with regards to what they have viewed or read.

3) Rainbowing

An activity where each member of the working group is given different colors. When the group task is complete the learners form a new group according to their colors. Within the color groups, they compare finding, discuss what they have achieved, or carry out another task that they all need to contribute.

4) Envoys

Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move around all the other groups in turn explaining and sharing ideas gathered from they have visited.

5) Snowballing

Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small group then join together to make a larger group.

6) Games

Games are ways to keep lessons interesting while having a little bit of fun. Games make learning fun and when there are games, there are happy children.

5. Conclusion

Based on the conducted study the researchers heaved the following conclusions:

1. The respondents had a low level of interest in Science using common teaching methods.
2. The learners experienced several factors which affect their interest in Science subject.
3. The HOOD (Helping Others Observe and Discover)

Collaborative Approach has proven effective in building pupils' interest in Science.

6. Recommendation

1. The Science teacher must provide activities which are interactive, experiential and collaborative that will boost the interest of the learners.
2. Factors which hinders pupils' interest in Science must be addressed and given solution.
3. The use of HOOD (Helping Others Observe and Discover) Collaborative Approach is highly recommended for it was proven effective in building pupils' interest in Science.

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