THE EFFECTIVENESS OF PROBLEM-BASED LEARNING IN ENHANCING THE CRITICAL THINKING SKILLS OF SENIOR HIGH SCHOOL STUDENTS

LAVERNE C. TARUBAL

A Dissertation Submitted to the Graduate Faculty of Distance, Open and Transnational University, Central Luzon State University in partial fulfilment for the degree

DOCTOR OF PHILOSOPHY

(Development Education)

JUNE 2024

ACCEPTANCE SHEET

This dissertation titled, "THE EFFECTIVENESS OF PROBLEM-BASED LEARNING IN ENHANCING THE CRITICAL THINKING SKILLS OF SENIOR HIGH SCHOOL STUDENTS", prepared and submitted by, LAVERNE C. TARUBAL, in partial fulfillment of the requirements for the degree, DOCTOR OF PHILOSOPHY in DEVELOPMENT EDUCATION is hereby accepted:

ROSARIO F. QUICHO, PhD	LEILA M. COLLANTES, PhD
Member, Advisory Committee	Member, Advisory Committee
Date Signed	Date Signed
ROLANDO D. DOLLETE, PhD	MYLA L. SANTOS, PhD
Member, Advisory Committee	Member, Advisory Committee
Date Signed	Date Signed
	P. IBARRA, EdD isory Committee
Dat	e Signed
Accepted as partial fulfillment of the requi PHILOSOPHY (DEVELOPMENT EDI	<u> </u>
	F. QUICHO, PhD
Head, Department Ed	ucation Policy and Practice
Dat	e Signed
	TEGALAN, Ph.D. Dean
Date	e Signed

TABLE OF CONTENTS

	PAGE
LIST OF FIGURES	vi
LIST OF TABLES	vii
PREFACE	ix
CHAPTER I	1
Introduction	1
General Background Information	1
General Objective of the Study	6
Theoretical and Conceptual Framework	7
CHAPTER II RESEARCH STUDY 1	12
Title: The Effectiveness of Problem-based Learning in Enhancing Critical Thinking Skills	12
Abstract	12
Introduction	13
Methodology	14
Materials and Methods	14
Research Design	14
Locale and Study Site	14
Respondents of the Study	15
Instrumentation	16
Methods of Data Gathering	17
Methods of Data Analysis	17
Results and Discussion	18
Pretest and Posttest scores of the respondents in the traditional learning mode and problem-based learning mode	18

Difference between the pretest and posttest scores of the respondents under traditional learning mode and problem-based learning mode	21
The critical thinking skills of the respondents under the traditional learning mode and problem-based learning mode	24
Difference between the level of critical thinking skills of the respondents under the traditional learning mode and problem-based	25
learning mode Conclusion	20
	28
Acknowledgment	28
References	29
CHAPTER III RESEARCH STUDY 2	32
Title: Comparative Analysis on Critical Thinking Skills and Demographic Profile of Senior High School Learners	32
Abstract	32
Introduction	33
Methodology	34
Materials and Methods	35
Research Design	35
Locale and Study Site	35
Respondents of the Study	35
Instrumentation	36
Methods of Data Gathering	36
Methods of Data Analysis	37
Results and Discussion	37
Demographic Profile of the Respondents	38
Level of Critical Thinking Skills of the Respondents	40
The critical thinking skills of the respondents under the traditional learning mode and problem-based learning mode	49
Difference between the level of critical thinking skills and demographic profile of the respondents	50
Conclusion	53

Acknowledgment	53
References	54
CHAPTER IV RESEARCH STUDY 3	57
Title: Predictors of Critical Thinking Skills of Senior High School Learners	57
Abstract	57
Introduction	58
Methodology	59
Materials and Methods	59
Research Design	59
Locale and Study Site	59
Respondents of the Study	60
Instrumentation	60
Methods of Data Gathering	61
Methods of Data Analysis	61
Results and Discussion	62
Demographic Profile of the Respondents	62
Predictors of Critical Thinking Skills of the Respondents	65
Conclusion	67
Acknowledgment	68
References	68
CHAPTER V GENERAL SUMMARY, CONCLUSION AND RECOMMENDATIONS	71
Summary	71
Conclusion	82
Recommendations	85
APPENDICES	87

