

TIERED INSTRUCTIONAL INTERVENTION MODEL TO REDUCE THE EFFECTS OF WEATHER CONDITIONS ON STUDENTS' CURRICULAR AND EXTRA-CURRICULAR CONCERNS

Rodalin Nalzar Asenas
AMA International University
KINGDOM OF BAHRAIN

ABSTRACT

This study aimed to determine the weather conditions' effects on students' curricular and extra-curricular concerns and proposed Tiered Instructional Intervention Model, a well-planned involvement and top priority activity in addressing problems. Descriptive research design utilizing survey questionnaire was used in this study. The population was composed of seventy-seven student-respondents. Descriptive statistics using percentage distribution, mean, paired difference mean, standard deviation, ranking and descriptive ratings based on 5-point scale were utilized. Two-tailed t-Test results indicating statistically significant difference were employed. The student-respondents revealed a statistically significant effects of cool winter, dust storm and hot summer on curricular concern; while dust storm, other potential natural hazard (flood brought by heavy rain due to the change of weather, lightning and thunderstorm, earthquake and typhoon) and hot summer on extra-curricular matter. Probably, the underlying principle why the respondents perceived that way because of their difficulty to withstand unfavorable weather conditions as they are not accustomed to perform activities beyond their comfort zone. In the light of the foregoing results, recommendations were given: There should be a growing attention on the indoor air quality problems in the university including its thermal support aspects because these will stimulate receptivity or rejection to the curricular activities. This research further suggests that environmental factors affecting students' curricular and extra-curricular performances should be given in-depth consideration so that their engagement in learning will be enlivened.

Keywords: Intervention, weather conditions, curricular and extra-curricular concerns.