

**PERFORMANCE OF GRADE III PUPILS UNDER THE K TO 12 CURRICULUM OF
DUMINGAG**

A Graduate thesis

Presented to

The Faculty of the Graduate School J.H. CERILLES STATE COLLEGE

DUMINGAG CAMPUS Dumingag, Zamboanga del Sur

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION Major in Educational Administration

by

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April, 2017

ABSTRACT

This study dealt the performance of Grade III on pupils under K to 12 Curriculum in Dumingag. Specifically, it determined the profile of the teacher-respondents as to age, sex, highest educational attainment, eligibility, major, number of years in teaching Grade III, position, and length of service; the strategies applied by the Grade III teachers under k to 12 Curriculum and the frequency of application; the performance of Grade III pupils based on the NAT result, the strategies employed by the teacher respondents when grouped according to profile, the significance of the relationship between the teacher's profile and pupils' performance, the significance of the difference among the performance of pupil respondents, and the challenges encountered by Grade III teachers in teaching under the K to 12 Curriculum implementation.

A descriptive-survey method was used to determine the performance of Grade III pupils under K to 12 Curriculum in Dumingag. The study involved 57 Grade III teachers of Dumingag I and II Districts.

This study disclosed that the highest number of teachers belong to ages 31-40 years old, majority with M.A. units, eligible, many Education majors, neophytes, positions. were and English and General occupied teacher 1

The result affirmed that the strategies applied by the Grade III teachers in teaching under K to 12 Curriculum and their frequency of application was rated "often applied". Based on the NAT result, majority of the schools were at average level in academic performance. The teaching strategies often applied by the Grade III teachers under K to 12 Curriculum were Assessment for Learning, Inquiry-based Instruction, Cooperative Learning, Peer-Tutoring and Differentiated Instruction.

The strategies employed by the teacher-respondents aged 20-30 years old was "Cross Curriculum Teaching"; 31-40 years old, Inquiry-Based Teaching"; 41-50 "Project-Based Learning", and 51 "Assessment for Learning". years old, years old and above, "Assessment for Learning".

There is no significant relationship between the teaching strategies and the academic performance of the Grade III pupils under the K to 12 curriculum implementation. There is a significant difference between the academic performance of the two districts. The top most leading challenges encountered by the teachers is too much extra-curricular activity which disrupt the learning of the pupils.

Finally, this study recommends that the Department of Education will lessen the extra-curricular workloads of the school heads and teachers for them to focus more on the teaching-learning

for children; that the school administrators plan and organize varied training and seminar-workshops relative to the implementation of the K to 12 Basic Education Program and require teachers to pursue post graduate studies to boost their personal and professional growth and advancement; that the DepEd allocates additional budget to have 21st century classrooms that enable students acquire productive environment in which they can develop the skills they will require in the workplace; that teachers motivate their pupils to make their own choices, taught them to own their learning, and put in more effort to have better learning outcomes; a similar study may be conducted along this line to find-out the performance of Grade III pupils under the K to 12 curriculum implementation.