

**PERFORMANCE OF GRADE VI PUPILS
UNDER THE NESC AND RBEC**

NANCY APATIN SANCHO

Submitted in Partial Fulfillment of the Requirements

for Master of Arts in Education Degree

Major in Instructional Management

In the

Division of Graduate Studies and Research

Partido State University

Goa, Camarines Sur

March, 2004

ABSTRACT
PERFORMANCE OF GRADE VI PUPILS UNDER THE NESC
AND RBEC

Researcher: : NANCY APATIN SANCHO

Type of Publication: : Unpublished Master's Thesis

Number of Pages : 147

Host/

Accrediting Institution: : PARTIDO STATE UNIVERSITY
Goa, Camarines Sur
Region V

Degree Conferred : Master of Arts in Education

Subject Area : Instructional Management

Keywords: : Scholastic Performance, Curriculum,
School Related Factors

This study assessed the performance of Grade VI pupils under the NESC and RBEC in English, Filipino, Science & Health and Mathematics in Tinambac South District, Division of Camarines Sur, during the s/y 2002-2003 and s/y 2003-2004. Specifically, the study sought to answer the following questions: 1) What is the scholastic performance of Grade VI pupils under the NESC and the RBEC in the following subjects; a) English, b) Filipino, c) Science & Health, and d) Mathematics? 2) What is the perception of teachers on the school related factors that could serve as predictor of pupils' scholastic performance in the RBEC, along: a) School Heads'

Supervisory practices, and b) Teacher's competence? 3) Is there a significant difference in the scholastic performance of the Grade VI pupils under the NESC and RBEC in English, Filipino, Science & Health, and Mathematics? 1) Is there a correlation between the performance of the Grade VI pupils under the NESC and the RBEC using the teacher as moderator variable? 5) Is there a significant relationship between school heads supervisory practices/teachers competence and the scholastic performance of pupils in each of the four subject areas and their overall scholastic performance under the RBEC? and 6) What measures can be undertaken to improve the pupils' performance in the aforementioned subject areas?

The subjects of the study were the 610 Grade VI pupils covered by the NESC for the school year 2002-2003 and also the 610 Grade VI pupils under the RBEC for the school year 2003-2004. Eighteen (18) teachers equal to that of the number of Grade VI classes were also included as respondents. The researcher used the descriptive-correlation method of research and the data were collected, tallied, tabulated and then interpreted through the use of the following statistical treatments: percentage technique, arithmetic mean, standard deviation, t-test, chi-square test and correlation coefficient.

Data findings revealed that The Grade VI pupils had attained satisfactory performance in English and Filipino for both the NESC and RBEC. Their scholastic performance in Science and Health was also satisfactory for the RBEC but tended to be unsatisfactory in the NESC and such performance was much better than mathematics but not that of English and Filipino. The scholastic performance of Grade VI pupils in Mathematics for both the NESC and RBEC was unsatisfactory, and stood to be the least as far as scholastic performance for all subject areas was concerned. Considering the variability of the group, it was found out that The pupils in the RBEC are seemingly homogeneous than those pupils belonging to the NESC.

The overall scholastic performance of Grade VI pupils in the four subject areas was generally satisfactory for the RBEC but was unsatisfactory for the NESC. The pupils clustered homogeneously in the RBEC than that of the NESC.

The teacher respondents strongly agreed that their teaching competencies as well as the manifestations of school heads' instructional supervisory practices can serve as predictors of pupils' scholastic performance in the four subject areas studied. They also agreed that the school heads' administrative supervisory practices were congruently influential to pupils' performance but its influence was not too strong as compared with their instructional supervisory practices hence, the latter practice can help much in the improvement of pupils' performance.

The various tests for the significance of difference in the mean performance of pupils revealed that the scholastic performance of pupils in English, Filipino, Science and Health and Mathematics for the RBEC were much better than their performance for the same subjects in the NESC curriculum. This claim can be supported by the fact that the average ratings of pupils in four subject areas under the RBEC were a little bit higher than their average ratings in the NESC.

The test of hypothesis for the significance of correlation between the scholastic performance of Grade VI pupils under the NESC and RBEC using the teacher as moderator variables led to reject the null hypotheses for all the categories being tested, since all the computed r values were greater than their corresponding critical values.

The extent of relationship among the correlated variables were all constantly moderate as indicated by the computed c -values ranging from 0.52 to 0.73. Hence, the following school related factors can influence Grade VI pupils' scholastic performance in almost all subject areas under the RBEC and these are both the instructional/administrative supervisory practices of school heads and teaching competencies of teachers. But the influence of teaching competencies

was much stronger than that of the two types of supervisory practices of school heads, namely: time allotment and teaching approaches. The influence of school heads' instructional supervisory practices, on the other hand, was much better than the influence of their administrative supervisory practices.

Teachers' perceptions were in consonance with the proposed suggestion to improve pupils' scholastic performance. The most outstanding of which were as follows: 1) proper placement of master teachers; 2) intensified monitoring and supervision of instruction; 3) assisting teachers in making instructional devices; 4) strengthening inter-school instructional supervision; 5) utilizing master teachers in the demonstration teaching; 6) providing ample lesson plans with different strategies; and 7) requesting assistance on some facilities needed.

From the foregoing findings and conclusions, the following were hereby recommended:

- 1) The concerned teachers especially those who are teaching Mathematics and Science and Health must continuously use interactive teaching strategies like thematic, content-based, generic, etc. They should also conduct periodic remedial classes, maximizing the use of audio-visual aids, efficient and effective classroom management and the conduct of intensive instructional supervision of classes by school heads. They should also initiate ways and means for the professional advancement of teachers through graduate education;
- 2) the claim of both school- heads and teachers that they are performing well in their job is not sufficient. What is essential is to sustain their good work and further their aim of maximizing and further reaching the expected academic excellence both in educational management and teaching;
- 3) With this RBEC, teachers should be glad that they are in the right track for the fulfillment of quality education in the near future. Hence, they need to be optimistic in the implementation of the various programs and projects as mandated by the 2002 BEC (Basic Education Curriculum);
- 4)

Both school heads and teachers must be empowered to further maximize their efforts and streamline their goals towards the achievement of quality education. As educational partners, they should be encouraged in the use of interactive, integrative and collaborative modes of supervision, teaching and learning; and 5) To give more shape and substance in the implementation of the 2002 Restructured Basic Education Curriculum, the concerned bureaus or agencies of the Department of Education must periodically provide in-service training and the NETRC (National Education Testing and Research Center), the BEE (Bureau of Elementary Education), and the CurrCom (Curriculum Reform Committee) need to conduct a quarterly evaluation of the restructured curriculum on the basis of a research design from the NETRC. Likewise, continuous monitoring need to be done by the principals and supervisors in their respective schools and divisions.