CORRELATES OF PUPILS' PERFORMANCE IN THE NATIONAL ACHIEVEMENT TEST (NAT) - GRADE III IN WRIGHT I DISTRICT

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Master of Arts in Education

Major in Elementary Education

ROWENA LLAUDER-BABON

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APPROVAL SHEET

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DEDICATION

My responsible, loving, and understanding

HUSBAND

ARTURO

(TOY-TOY)

and

Dearest children

NEP-NEP, EBOY, and BAN-BAN

This research work is wholeheartedly dedicated

Rowena

ABSTRACT

This study assessed the grade III pupils' performance in 2010 National Achievement Test (NAT) and determined the correlates that affected them with the end view of recommending intervention strategies to improve subsequent performance. The study used the descriptive-correlational research design using the questionnaire and achievement test as major instruments to gather the needed data. In correlating pupils' height and their NAT performance in English-Grammar, Science and Filipino-RC, the resulting correlation coefficients were: -0.246; -0.197, and -0.205, respectively. The test of significance done on these values yielded computed t-values of: 3.421 for English-Grammar; 2.711 for Science, and 2.821 for Filipino-RC which proved numerically greater than the critical t-value of 1.96 at a=0.05, df= 182. This gave evidence to reject the hypothesis involving the relationship between pupils; height and their NAT performance in the aforesaid learning areas. Relative to the problems experienced by pupils in their NAT preparation, the following conclusions were made: a) pupils' respondents assessed them as "Slightly felt"; b) teacher-respondents considered them as "moderately felt", and parent-respondents rated them as "slightly felt". Perceptions of the three groups of respondents differed significantly from each other, indicating that their perceptions were not similar. The pupils and parents just "slightly felt" the problems; while the teachers "moderately felt" the problems. The three groups of respondents considered the following as "problems" of grade III pupils relative their NAT preparation: a) inattentive while the review while the review was going; b) got

easily tired in shading circles of answer, and c) no observance of correctness and neatness in their work.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

As an organization tasked with the prime mandate to educate the Filipino children and the youth, the Department of Education (DepEd) is at the forefront of helping students grow. Teachers and the school managers know what their learners need and how these can be met. Although several factors contribute to the learning of the child, it cannot be denied that quality depends upon the quality of the teachers. Teachers are the key persons in the learning process of the child.

The main thrust of the Bureau of Elementary Education (BEE) is to provide access, progress and quality in elementary education. It formulates and implements key programs and projects in order for every citizen to acquire basic preparation that will make him enlightened, creative, versatile and productive member of national community.

Among the major thrusts of the DepEd which are highly targeted by the Third Elementary Education Project (TEEP) is the improvement of the learning achievements, performance, completion rates and access to quality elementary education of school-age children. Pupils' performance in a way determines the deficiencies of students which need further interventions.

There has been a growing concern for pupils' performance in the National Achievement Test (NAT) which may be affected by the absence of assistance and supervision given by parents and teachers to the pupils. Too much DVD, VCD, computer games, TV viewing, coming to school late, inability to comprehend what they read, attitude of parents towards education, ineffective method of teaching, and lack of materials are some of the dominant factors that hinder pupils' performance in the NAT.

When the Department of Education Culture and Sports (DECS) was officially converted into Department of Education (DepEd), NEAT and NSAT were also abolished and replaced by the National Achievement Test (NAT). Pupils in both the public and private elementary schools take this examination

The NAT is an examination given annually in March to Grade III pupils to assess the competency of both public and private school pupils/students. Acquired knowledge and skills are tested in the subject English, Mathematics, Science and Filipino. The test is administered by the DepEd's National Educational Testing and Research Center (NETRC). The results are intended to guide the department in its efforts towards the improvement of the quality of education in public schools and to provide appropriate interventions for the students. A score of 75.00 percent and up indicates mastery of the subject and 50.00 percent indicates low mastery.

When the National College Entrance Examination (NCEE) was abolished in 1994 through Executive Order No. 632 by then Education Secretary Raul Roco,

the said examination was being replaced by the National Elementary Achievement Test (NEAT) for the grade school level and National Secondary Achievement Test (NSAT) for the high school level. Roco stated that all high school students should be able to enter college and be given a chance for a better career in the future.

Through the National Achievement Test (NAT), the NETRC – the DepEd's testing arm, seeks to determine each student's competency level in their skills in English, Filipino, Mathematics, and Science. However, assurances from the Philippine government stated that the examination shall not be a basis for public schools to accept incoming grade since the government's policy is to accept all students at any public school as long as they complete all their requirements at the previous grade level. The NAT results guide decision makers in formulating policies relative to progression and promotion of students, especially in the public school system.

The NETRC leads in research, evaluation and assessment of the effectiveness of evaluation which provide information vital of the formulation of educational policies geared towards the realization of an empowered and globally competitive Filipino. There were different key programs and projects designed to assess abilities and skills in both elementary and secondary students to determine their knowledge and capabilities in the different learning areas. Through this exam, the National Educational Testing and Research Center

(NETRC) seek to determine each student's competency level under the department's education program.

From 2006-2009, the percentage increase of 21.36 percent was achieved by the total number of elementary NAT examinees. This indicated a steady improvement in primary education in the country's public school system (Lapuz, www.deped.gov.ph, 2010). However, Partylist Representative Raymond "Mong" Palatino said that the slight improvement cannot be a huge cause for celebration as the 66.33 MPS is still off the passing grade 75 percent MPS. He noted that the still below passing grade was a marker of the government's lack of funding for the education sector, forcing students to learn in bad conditions such as makeshift classrooms, erroneous textbooks, and underpaid teachers (www.google.com).

Based from the previous NAT grade III results, Wright I District, Division of Samar has always been below the 75.00 percent mastery level. For the S.Y. 2007-2008, the district got an average mean percentage score (MPS) of 70.81 percent, S.Y. 2008-2009 with a total of 70.92 percent MPS. However, the MPSwas still below the mastery level. An immediate increase of 87.25 percent total MPS for the SY 2009-2010 was obtained by the district with MPS for English of 87.66, Mathematics 90.5, Science 85.28 and Filipino 85.57 (DepEd-NETRC NAT Results, SY 2007-2010: 1-3).

Premised on the foregoing observations, the researcher got interested to find out factors that contributed a lot for the sudden and leapfrog increase of the

NAT grade III pupils' performance. Through the results and findings of this study, the researcher may share and recommend some contributory factors to grade III teachers and school heads of the different schools of Wright I District, Division of Samar to maintain the good performance of grade III pupils in the NAT or to reach even higher than the present performance.

Statement of the Problem

This study assessed the grade III pupils' performance in 2010 National Achievement Test (NAT) and determined the correlates that affected them with the end view of recommending intervention strategies to improve subsequent performance.

Specifically, it sought answers to the following questions:

1. What is the profile of the following respondents in terms of the following:

    1.1 pupils;

        1.1.1 age and sex;

        1.1.2 height;

        1.1.3 weight;

        1.1.4 ordinal position in the family;

        1.1.5 interest in reading;

        1.1.6 ability to comprehend;

        1.1.7 attitude toward schooling, and

1.1.8 latest periodic ratings in English, Mathematics, Science and Filipino?

1.2 teachers, and

1.2.1 age and sex;

1.2.2 civil status;

1.2.3 educational background;

1.2.4 teaching experience;

1.2.5 performance rating;

1.2.6 average monthly income;

1.2.7 in-service training attended, and

1.2.8 attitude towards teaching;

1.2.9 teaching competence, and

1.2.10 NAT strategies employed?

1.3 parents?

1.3.1 age and sex;

1.3.2 educational attainment;

1.3.3 occupation;

1.3.4 average family income, and

1.3.5 attitude towards education?

2. What is the performance of grade III pupils in terms of mean scores in the 2010 NAT among the following learning areas:

2.1 English;

2.2 Mathematics;

2.3 Science, and

2.4 Filipino?

3. Are there significant differences in the performance of grade III pupils in the 2010 NAT among the learning areas tested?

4. Is there a significant relationship between the grade III pupils' performance in the 2010 NAT and the following variates:

4.1 pupils;

4.1.1 age

4.1.2 sex;

4.1.3 height;

4.1.4 weight;

4.1.5 ordinal position in the family;

4.1.6 interest in reading;

4.1.7 ability to comprehend;

4.1.8 attitude toward schooling, and

4.1.9 latest periodic ratings in English, Mathematics, Science and Filipino?

4.2 teachers, and

4.2.1 age;

4.2.2 sex;

4.2.3 civil status;

4.2.4 educational background;

4.2.5 teaching experience;

4.2.6 performance rating;

4.2.7 average monthly income;

4.2.8 in-service training attended, and

4.2.9 attitude towards teaching;

4.2.10 teaching competence, and

4.2.11 NAT strategies employed?

4.3 parents?

4.3.1 age;

4.3.2 sex;

4.3.3 educational attainment;

4.3.4 occupation;

4.3.5 average family income, and

4.3.6 attitude towards education?

5. What are the problems experienced by grade III pupils in relation to their NAT preparations perceived by themselves, their teachers and parents?

6. Are there significant differences among the perceptions of the three categories of respondents relative to the problems experienced by grade III pupils in preparation for the NAT?

7. What intervention strategies can be developed or recommended for the better performance of grade III pupils in subsequent NAT based on the findings of the study?

Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences in the performance of grade III pupils in the 2010 NAT among the learning areas tested.

2. There is no significant relationship between the grade III pupils' performance in the 2010 NAT and the following variates:

2.1 pupil-related

2.1.1 age;

2.1.2 sex;

2.1.3 height;

2.1.4 weight;

2.1.5 ordinal position in the family;

2.1.6 interest in reading;

2.1.7 ability to comprehend;

2.1.8 attitude toward schooling, and

2.1.9 latest periodic ratings in English, Mathematics, Science and Filipino.

2.2 teachers, and

2.2.1 age;

2.2.2 sex;

2.2.3 civil status;

2.2.4 educational background;

2.2.5 teaching experience;

2.2.6 performance rating;

2.2.7 average monthly income;

2.2.8 in-service training attended, and

2.2.9 attitude towards teaching;

2.2.10 teaching competence, and

2.2.11 NAT strategies employed.

2.3 parents

2.3.1 age;

2.3.2 sex;

2.3.3 educational attainment;

2.3.4 occupation;

2.3.5 average family income, and

2.3.6 attitude towards education.

3. There are no significant differences among the perceptions of the three categories of respondents relative to the problems experienced by grade III pupils in their preparation for the NAT.

Theoretical Framework

This study is anchored on the tenets of the 2002 Basic Education Curriculum that the ideal Filipino learner in the rapidly changing world is the one who is empowered for lifelong learning, is an active maker of meaning, and can learn whatever she/he needs to know in any new context. Such as empowered learner is competent in learning how to learn and has life skills so that she/he becomes a self-developed person. It is through education that will raise the level of functional literacy of an individual especially when the learning achievement levels of learners improve. This will ensure high standards of quality education which can be competitive in the global work (BEC, 2002: 3-4).

Concerned with the fullest development of the learners, the 2002 Curriculum is in compliance with the 1987 Constitution and the 1982 Education Act, Article XIV, Section 1 provides that "... the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." As foundation and legal bases of this study, the framers of the 1987 Constitution addressed that quality education should be within the reach of the people.

Relevant to this provision, Governance of Basic Education Act of 2001 provides the general goal of education, "to develop the Filipino learners by providing them the basic competencies in literacy and numeracy, critical thinking, and learning skills, and desirable values to become caring, self-reliant, productive, socially aware, patriotic, and responsible for others.

Among others in the Education Act of 1982, one of its provisions states that "every teacher shall be accountable for the efficient and effective attainment of specific learning objectives, processes and achievement of pupils." His competence in teaching makes him confident that the student will be improved by the subject taught as the important determinants in the subject area. It is recognized that the most important ingredient in education is the teacher. Through this, all learnings of pupils will be assessed which aimed to monitor their achievement which in turn provide information to policy makers and indices for accountability and on improved school-based student monitoring, evaluation and feedback system. Besides these, there are other behaviors frequently used to determine the learners' achievement, such as the annual standardized test that covers different learning areas. Cut off scores in the form of percentile ranks are determined in each subject area. On the teachers' hands rest the primary responsibility of pupils' higher standards of performance towards quality in education which is accessible to all.

This study is also anchored on theory advanced by British education theorist Peter Neusam that teaching and learning has really a relationship on what and how teachers' teach, and how and what learners learn. This traditional approach, assumes that there is a predetermined body of knowledge that the teachers should pass on to the students. This approach uses testing and competition to evaluate and motivate students. The teacher's role is to be conscious of the development stage and the capacity of each child in reaching

different levels of achievement thus to encourage learners to strive more to improve their performance in relation to that of others (Microsoft Encarta).

A complete understanding of the child and the whole gamut of the teaching-learning process, as a dynamic interactive system of various educational components can only be realized by educators who are well-steeped in the philosophical, sociological and psychological foundations of learning in whatever social system, education aims to develop the full potential of human being.

Conceptual Framework

Figure 1 shows the conceptual framework of the study which served as the springboard particularly in the appraisal of the grade III pupils' performance in the National Achievement Test (NAT) grade III in the District of Wright I, Division of Samar.

At the base is the District of Wright I, Paranas, Samar as the research environment from where the respondents taken were categorized into three, namely: teachers, parents, and grade III pupils. Using documentary analysis, the pupils' performance in the National Achievement Test (NAT) for grade III were assessed. At the center is the NAT performance of grade III pupils in English, Filipino, Science, and Math for the S.Y. 2009-2010. This was correlated with pupil-, teacher-, and parent-related variates to identify the correlates of

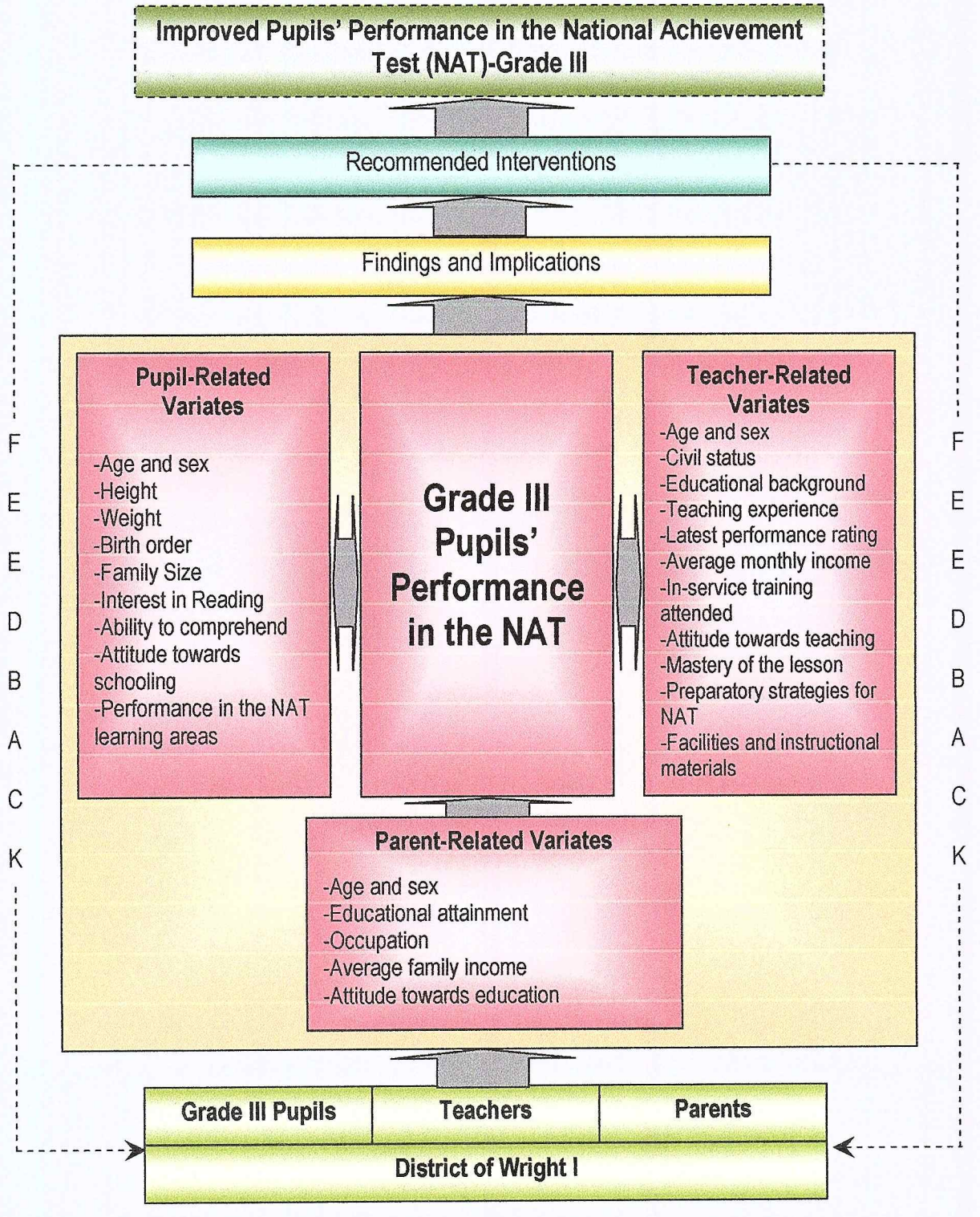

Figure 1. Conceptual Framework of the Study

pupils' NAT performance. The correlational analysis led to findings and implications and from there, the researcher recommended interventions for effective preparation with the hope that this would improve the subsequent performance of the pupils in the National Achievement Test of grade III pupils in English, Mathematics, Science and Filipino.

Significance of the Study

This study on correlates of pupils' performance in the National Achievement Test (NAT) - grade III in Wright I District, Division of Samar, certainly responds to the needs of the pupils, teachers, parents, school administrators, guidance counselors, to the school system, and to the future researchers.

To the pupils. They would be motivated to study more to improve their academic performance on the different learning areas through good attitudes or good study habits.

To the teachers. The results of this study would give opportunity for teachers to gain more insights to conduct simulated sessions in preparing the grade III students in the process of taking standardized test and correct procedures of filling up the answers.

To the parents. Based from the findings of this study, parents would be more considerate to allow their children attend review classes for the better academic performance especially in the National Achievement Test (NAT).

To the school administrators. Findings of this study may help them initiate close monitoring of grade III classes and implement schools/districts best practices in improving school performance.

To the school system. The results of this study are intended to guide efforts towards the improvement of the quality education and will help determine the deficiencies which need further interventions with the help of the different stakeholders.

To the guidance counselors. From the findings of the study, they would be aware of the factors as hindrances on the pupils' performance and would enable them to keep track on pupils' records that affect his/her school performance.

To the future researchers. The results of this study would provide future researchers further information regarding pupils' performance in the National Achievement Test (NAT) and will give them more insights in conducting similar studies that they would undergo.

Scope and Delimitation

This study focused on the pupils' performance in the National Achievement Test (NAT) for S.Y. 2009-2010 for grade III in Wright I District, Division of Samar. The respondents were grade III pupils last year who took the NAT examination whose results/performance rating is now being used by the researcher. These pupils are now already in grade IV. Specifically, it assessed

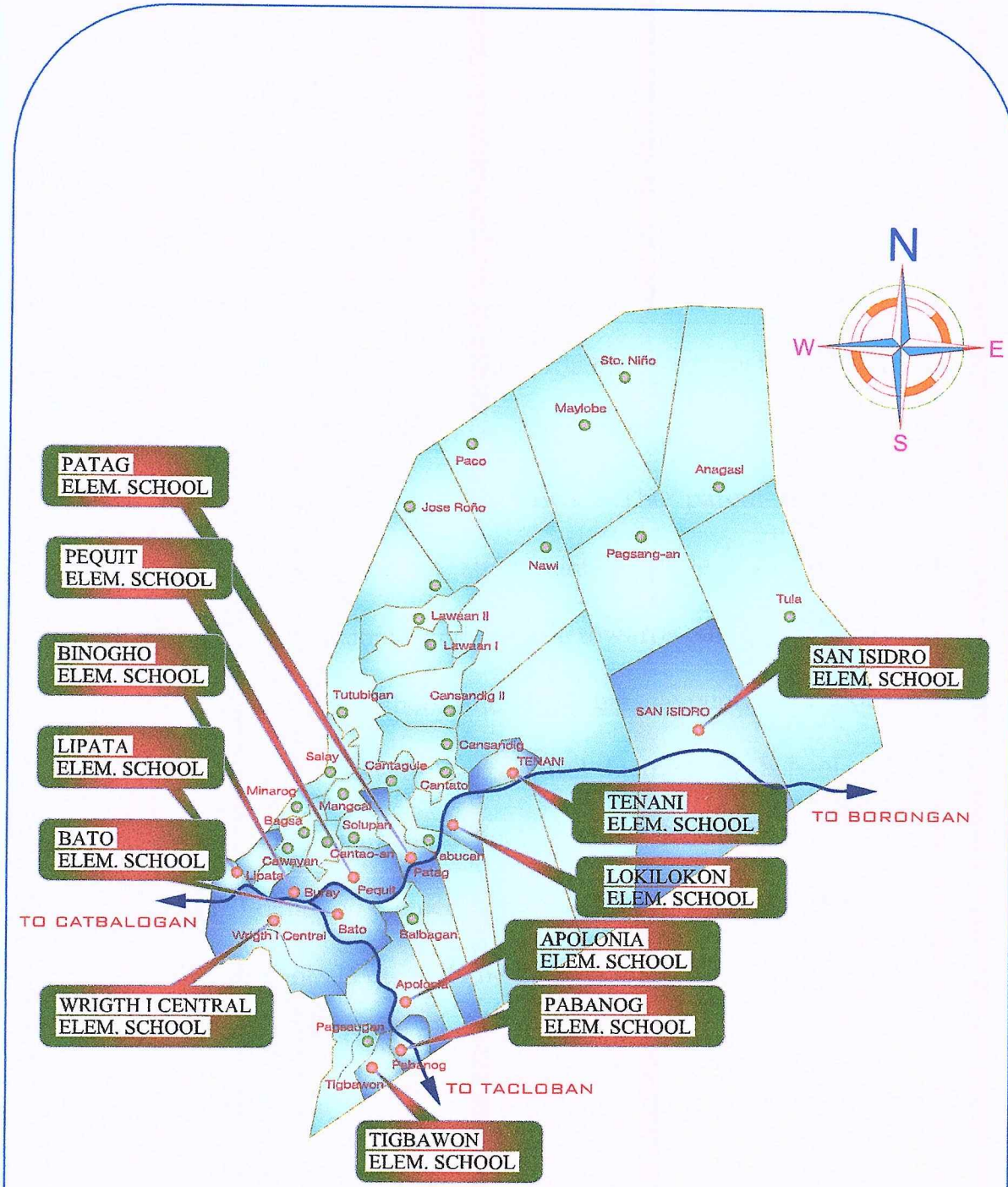

Figure 2. Map of Wright I District, Paranas, Samar

Definition of Terms

The following terms are defined conceptually and operationally for further understanding and reference of the readers.

Ability to comprehend. This refers to those abilities involved in understanding the printed page such as the ability to note details, to follow a sequence, etc. (Spache, 1973: 56). Operationally, it is expressed by the following indicators: a) can read and can understand what is read; b) can read but cannot understand, and c) cannot read.

Academic performance. This refers to the process of estimating the growth of pupils towards the attainment of learning outcomes (Magpayo, 2000: 18). In this study, it is the actual performance based from the results of the National Achievement Test (NAT).

Achievement. This refers to the accomplishment of proficiency of performance level in a given skills or body of knowledge, skills, values, etc. in a given field taught in school (Good, 1973: 7). In this study, this refers to the performance of grade III pupils in the National Achievement Test.

Achievement test. This is a test designed to measure knowledge, skills, values, etc. in a given field taught in school (Good, 1973: 594). In this study, it refers to the standardized test administered to grade III in the NAT by the NETRC.

Attitude. This refers to the state of mind, behavior or conduct regarding some matter as indicating opinion or purpose (Webster Dictionary, 1979: 86). In

this study, it refers to weighted responses of the respondents to the attitude indicators in the questionnaire.

Attitude towards education. In this study, it refers to the quantified responses of the parent-respondent to be expressed in weighted means to the attitude indicators towards education in the parents' questionnaires. This was interpreted as: 5 for very favorable attitude; 4 for favorable; 3 for neutral; 2 for unfavorable attitude, and 1 for very unfavorable attitude.

Attitude towards schooling. In this study, it refers to the quantified responses of pupil respondents expressed in weighted means to the attitude indicators toward schooling in the pupils' questionnaire. This was interpreted as: 5 for very favorable attitude, 4 for favorable attitude, 3 for neutral attitude, 2 for unfavorable attitude, and 1 for very unfavorable attitude.

Attitude towards teaching. In this study, it refers to the quantified responses of the teacher-respondents to be expressed in weighted means to the attitude indicators towards teaching in the teachers' questionnaire. This was interpreted in the same manner as in attitude of pupils towards schooling.

Complete elementary school. In relation to this study, it refers to a school offering a complete elementary grade level from grades I to VI usually headed by a principal or a head teacher.

Comprehension. It is the ability or skill of the pupils to take in or understand, identify with accuracy, facts or information to agree or disagree on opinions of the writers of books or articles read (Webster Dictionary, 1979: 467).

In this study, it applies on how the grade III pupils comprehend the reading comprehension test both in English and Filipino in the National Achievement Test (NAT).

Correlates. Either of two things or words implying the other (Webster Dictionary, 1992: 219). In this study, it refers to the pupil-, teacher-, and parent-related variates which correlated significantly with the pupils' NAT performance in English, Math, Science, and Filipino.

Educational learning outcome. This term refers to the growth in terms of new understanding, changes in ways of searching for answers to questions or information processing the improvement in one's manner of reacting and relating to others. Such growth may be expressed in the individual's acquisition of new competences in terms of knowledge and skills as well as development of scientific attitudes and values (Salandan, 1998: 345). As applied in this study, educational learning outcome refers to the end-result of the teaching-learning process which can be manifested by the acquired skill, behavior, learning and academic performance among grade III pupils in the District of Wright I.

English. This term refers to the learning area, under the NESC one of the languages used as medium of instruction per Department Order No. 25, s. 1974. In this study, this is one of the key learning areas tested in the National Achievement Test (NAT).

Interest in reading. This means reading with attention, with a sense of concern or power to excite or hold much attention (Neufeldth, 1988: 906). In this

particular study, this term refers to the reading interest of grade III pupils expressed in frequency in reading along some identified indicators in the questionnaire.

Intervention. Any action on the part of an organism that serves to change the relative position of the objects or forces of the environment and of the organism itself, thus, bringing new stimuli to bear upon the organism (Good, 1973: 314). In this study, it refers to the activities being employed by the school administrator and teachers to achieve a high performance of grade III pupils in the National Achievement Test (NAT).

Mathematics. This refers to the learning area under the 2002 Basic Education curriculum that focuses on teaching numeracy, computational skills and calculations. In this study, this is one of the key learning areas tested in the National Achievement Test (NAT).

Mean percentage score. Otherwise referred to as MPS, this term refers to the mean divided by the number of items multiplied by 100.

National Achievement Test (NAT). This is a standardized test administered nationwide among elementary grade pupils, particularly grade III pupils by the National Educational Testing and Research Center (NETRC) which aims to measure the extent of their learning and performance in school on the different subject areas.

Parent-related variates. These are situations where the learners' family backgrounds, characteristics, problems, culture, standards, and education are

made the impediments to learning (Achazo, 2000: 17). In this study, this refers to age and sex, educational attainment, attitude towards education, occupation and average family income.

Perception. In this study, this term refers to the manner by which a certain individual understand over a certain thing. Particularly, it refers to the personal assessment of the grade III pupils with regards to their attitudes to the different test especially the National Achievement Test (NAT).

Performance. It refers to the actual accomplishment as distinguished from potential ability (Good, 1973: 414). In this study, it refers to the pupils' performance in the National Achievement Test (NAT) for grade III.

Performance in the learning areas. Operationally, this pertains to the pupils' performance in the National Achievement Test (NAT) - grade III in the four key learning areas: English, Mathematics, Science and Filipino.

Preparatory strategies. This is a plan or structure containing a collection of interrelated components that are designed to achieve a specific set of instructional objectives function to promote learning (Good, 1973: 307). In this study, it refers to all possible strategies that may promote good performance of grade III pupils in the National Achievement Test (NAT).

Pupil-related variates. In this study, this refers to the factors that may significantly affect performance of pupils such as age and sex, height, weight, ordinal position in the family, attitude towards schooling, interest in reading,

ability to comprehend, and latest periodic ratings in English, Math, Science and Filipino.

Quality education. This is a national educational thrust which implies an upgrading of education standard in process that is similar to the attainment of excellence in education as well as in life (Sutaria, 1998: 134). Operationally, 75 percent of 100 percent success per skill is expected of learners.

Science and health. This refers to the learning area that teaches natural, physical sciences as well as physical hygiene, sanitation, care of the body, etc. In this study, this term refers as to one key learning areas of the National Achievement Test (NAT).

Strategy. This refers to the art of securing strategy. Type or mode of artistic thinking than an artist or student employs habits (Good, 1973: 560). Operationally, in this study, it refers to the ways by which teachers can apply to the pupils in relation to their teaching for the good performance of the grade III pupils in the National Achievement Test (NAT).

Teacher-related variates. In this study, this term refers to the factors that characterize the teachers which may affect performance of pupils. These are categorizes as age and sex, civil status, educational background, attitude towards teaching, mastery of the lesson, teaching experience, in-service trainings attended and latest performance rating.

Teaching competence. It refers to the set of knowledge, abilities, and beliefs a teacher possess and he brings them to the teaching situation (Carcellar,

2001: 14). In this study, it refers to the qualified responses of teacher-respondents to competency indicators in the questionnaire.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of some related literature and studies read by the researcher from books, journals, magazines, unpublished materials and information surfed and gathered from the internet, which provided the researcher with better insights into the conduct of the study. It deals on various literatures and studies in relation to pupils' performance particularly in the National Achievement Test (NAT) - Grade III.

Related Literature

The Philippine government through its central education agency, the Department of Education (DepEd) has undertaken several nationwide projects to assess the performance of the country's educational system. The assessments done were intended to provide benchmarks against which the government could evaluate its reform efforts and thereby rationalize its educational investment priorities (Miguel, 2002: 199).

The clamor for the improvement of the quality of education in the country is a never ending concern of the Department of Education. As stated in Article XIV, Section I of the 1987 Philippine Constitution: "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible." To support this article, the

DepEd has a mission to provide quality education that is equitable accessible to all, and to lay the foundation for lifelong learning and service for the common good.

According to Lapus (NCBTS Toolkit, 2010: iv) the Department of Education (DepEd) has the crucial role among all government agencies since it gives the frontline service-education-to the people. And so, teachers face big and diverse challenges that test creatively and patience. Teachers need continuous learning to better perform their duties in shaping the future of the children and the direction of the nation and of the world that teaching not only as a career but a commitment to the future generation.

Agayon's (2004: 474 - 475) winning essay write-up lengthily discussed that the new millennium demands a different kind of teacher who creates, and not merely dispenses knowledge, and teaches children not just lessons, focuses on the more enduring understanding: the attitude skills and knowledge which she wants her pupils to internalize and remember why they leave class at the end of the school year and make sure that all children learn how to learn, helping them acquire the attributes, skills and dispositions of lifelong learners; she openly desires her pupils to possess that she herself religiously demonstrates through her daily deeds and words.

He believed that an effective teacher, implements an expansive series of teaching assessment strategies that will, among other things, offers all learners opportunities to demonstrate what they have learned in a variety of ways. She

practices a good balance of traditional and alternative teaching assessment strategies to enable her to fairly and holistically assess an individual pupils' learning.

Roco's (2002: i) Basic Education Curriculum (BEC) foreword says that educating children is primarily a local initiative. Pupils' achievement greatly depends on how effective teacher manages the educational system. Teachers are the frontline of education and the most trusted profession throughout his journey of ideas, actions and innovations to realize pupils' excellence and quality of education upheld in the constitution.

To achieve the government vision which is to attain quality education, curriculum makers develop dynamic process for evaluation which produces recommendations for modifications or even for major changes. These bases are relevant and responsive to our rapidly changing world which can contribute some factors on the educative process of the learners (BEC, 2002: 3-8). We are living more and more in a world in which we filter all kinds of information and news from far near places and we act on the basis of that filtering process everyday.

The world is increasingly constituted by information and is one in which we have to take many forward-oriented decisions. Filipino learners are confronted with an explosion of knowledge, and they have to take daily barrage of data and commentaries from far and near sources.

This process of filtering a variety of information, however, does not necessarily involve the exercise of profound thinking, and some of the items that impress contemporary learners are trivial, irrelevant, misleading, or even dehumanizing. How can Filipino learners take advantage of the explosion of knowledge so that they can secure a life of dignity in the family, in our society, and in the community of nations? How can they discern the essential from trivial, or the humanizing from dehumanizing, in the daily barrage of information? How can they sort out from the changing mass of information and values to become global citizens with firm local roots and with a commitment to help Philippine society become more just and humane? We have to educate our Filipino learners to filter information critically, seek credible sources of knowledge, and use data and facts creatively so that they can survive, overcome poverty, raise their personal and national self-esteem, and realize a gracious life in our risky new world. To actualize a gracious life in our changing world, Filipino learners need an educational system that empowers them for lifelong learning or enable them to be competent in learning how to learn anywhere even when they are left to themselves. Lifelong learning meets the challenges posed by a rapidly changing world, but it is nearly impossible today for anybody without functional literacy.

In relation with the aforecited statement, it is through qualified competent and ideal teacher who is much concern of the educational process and obligation

for being a capable one to inherent all his/her expertise and serves as a role model of excellence of the learners.

The Department of Education has engaged various programs and projects, restructured the basic curriculum and adopted a paradigm shift to respond to the needs of time and prepare anyone to meet the challenges of the 21st century. Yet, the evaluation to changes will gauge how our pupils/ students apply their acquired knowledge to everyday life situation. Educators and policy makers have implicated a range of factors that they perceived to be the causes of these low levels of achievement for example, no matter how dedicated the teacher is in his profession and no matter what appropriate methods the teacher uses, the participation and cooperation of parents in developing the children is a must.

To find the total learning growth of a child, evaluation follows to check how far a pupil in his/her educative process. Based on the results on a number of assessment procedures, a teacher forms an overall judgment, such growth may be expressed in the individual's acquisition of new competencies in terms of knowledge and skills through the use of variety of measurement tool over a period of time sufficient to get a convincing and accurate picture of the pupils' progressed.

According to Visitacion (2002: 250 and 280), all educational institutions all over the world still strive to improve its quality of education. There is a growing recognition of the fact that investment in education is a must as this will be the

determining factor in the economic development of a country. Thus, everywhere in the country, all agencies of government, all sectors - public and private are striving the gear all their efforts towards the vision of DepEd. Education in the Philippines will not only achieve that quality long sought for the desired by everyone, but most importantly, education by then, will be globally competitive. So therefore, teachers as one source of quality education should be competent enough in their field of endeavor.

The task of the teacher particularly in the lower grades is very crucial and challenging because they have to build a strong foundation of learning. If the base or foundation is strong, more likely the pupils will develop a strong character which will bring them to a bright destiny (Garcia, 2001: 153).

Furthermore, the quality of students does not depend solely on the type of teaching methods apply to them, but teacher factor still contributes the most in molding our pupils and students (Chandler, 2001: 123). He stated that competent teachers can be obtained the likelihood of obtaining desirable educational outcome is substantial. On the other hand, although schools may have excellent material resources in form of equipment, buildings, and textbooks, and although curriculum may be approximately adopted to community requirements, if the teachers are misfits or indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasted which is one of the roots of the unsatisfactory and unsteady achievements of our students.

Much is expected from professional teachers nowadays. First of all, they should continue upgrading themselves in the service for professional growth to be able to discharge their noble duties well, molding the character of their pupils/students so that, the pupils will become useful, literate, disciplined, nationalistic and productive citizens of our beloved country.

Abrugar (2001: 95) identified some ways of developing pupils' excellence, these include the following: 1) encourage school children to solve their own problem; 2) encourage children to have high expectations; 3) parent should participate actively in school activities, and 4) involve parents and pupils in co-curricular activities.

On this similar aspect, the author believed that there are many ways of developing pupil excellence that teachers, the parents, and the community can do, assuming of course, that the classrooms are conducive to learning and well provided with instructional materials. The need for positive attitude and developmental thinking can do wonders in developing pupil excellence.

Related Studies

Inquiry and thorough investigation were made from previous studies and these were taken as basis in the procedure and conduct of the present study.

Torrechiva's (2008) study on "Teaching Competencies and Science Performance of Grade VI Pupils in the National Achievement Test (NAT)" summarized the following: 1) Science teachers should exert more efforts in

teaching their grade VI pupils to improve performance in the NAT for Science. With this, they should use their high competence in the lesson planning, teaching strategy, instructional materials, communication skills, classroom management and personal qualities; 2) Science teachers should take advanced education in graduate schools with more concentration on Science courses; 3) they should attend in-service training in Science seriously; 4) they should change their attitude towards Science teaching. In relation to these, Science teachers are recommended to improve their work, and 5) they must develop interest in the Sciences through reading and joining organizations of Science mentors.

The above cited study was related with the present study since all teaching competencies were needed for the improvement of the academic of pupils and both dealt on pupils' performance particularly in the National Achievement Test (NAT). The difference between the two masters theses were on the grade level of respondents since the former utilized grade VI pupils while the latter utilized grade III pupils last year who took the NAT and they already in grade IV.

Adrale's (2007) in her study on "A Correlative Study of the Achievement in English and Mathematics of Freshmen in the National Secondary Schools of Tacloban City Division", she found out that there was a significant relationship between the performance of the secondary freshmen students in English and Mathematics and that there existed also a significant mean difference between the students MPS in English and Mathematics, and it was also revealed that the

students were much affected with lack of instructional materials and less affected was the morale of the teachers.

Consequently based from the findings of Adrale's study, the following were recommended: 1) teachers perceived that there was lack of supervisory program for their schools, thus it affected the academic achievement of pupils, thus, action program should be strictly observed, and 2) students should have a particular attention to the development of the basic concepts of reading and teachers should not limit their lessons to what is only found in the books.

The former study was related to the present study since both dealt on pupils' achievement. However, it differed on the respondents since the former utilized the secondary freshmen respondents while the present study will utilize grade III elementary pupils last year who took the 2010 NAT and now they are already in grade IV as respondents from the District of Wright I, Division of Samar.

Ocenar's (2006) study on the "Correlates of English Comprehension Ability of Grade VI pupils in the National Achievement Test (NAT)", concluded that the performance and study habits were correlates of performance of grade VI pupils' English comprehension ability.

The present study is similar to the above cited study since both focused on the correlates of pupils' performance in the NAT. The former utilized the correlational analysis as well as the present study. However, it differed on the respondents, in locale of the study and it utilized the NAT result in English only,

while the present study will utilize the results of all the subject areas covered by the NAT for grade III.

Arcueno's (2004) study on the "Social Economic of Parents and Pupils' Academic Performance in the District of Mondragon, Northern Samar: Basis for Instructional Redirection". Based from the findings of her study, it stated that family income really affected pupils' performance, since it determined the parents support to the pupils' need to purchase things needed in school. She further stated that one cause of low family income was due to parents' undesirable attitude to uplift their economic stability.

Arcueno's study was related to the present study in the sense that both dealt on family of parents-respondents as one of the factors that affects pupils' performance. They differed on the subject of study because the present study will focus on the correlates of pupils; performance in the National Achievement Test (NAT) grade III in the District of Wright I.

Baculanta's (2003) study made a critical analysis on correlates and predictors affecting academic performance in the identified town of study. This study was on "Correlates in Academic Performance of Grade VI Pupils in Area II". The independent variables that were used as pupils, home, and school factors were measured and compared against the REAT performance. Correlations showed that among pupils' personal factors, only GPA and their attitudes towards school were significantly were related but in the regression analysis, only the GPA, parents' education, teachers' qualification, and family

income came out as: predictors on academic performance of the pupils. On the attitude of pupils enumerated tabular presentations showed that almost 70 percent of them did not have perfect attendance, had not work on assignments and did not participate all in class recitations. Data reveled, that in the overall relationship between pupils' attitude toward school and their REAT performance, there was high significant relationship.

The former study was related to the present study since both involved variables affecting the academic performance of elementary pupils as well as both are based from achievement test results. Baculanta's study and the present study investigate other varying factors from within and outside environment of the pupils affecting his school life. They differed because the former used the REAT performance results while the latter will use the performance of grade III pupils in the National Achievement Test (NAT).

Tonelete's (2003) study on "Teachers' Performance and Achievement of Grade VI Pupils in English, Science, and Mathematics: A Correlation", concluded that both educational qualification of teachers and attitude towards teaching are good contributory factors for the good academic performance of pupils. Therefore, it was concluded that the higher the educational qualification, the greater was the teacher's capability to produce good quality of learners. Apparently, based from the results, the pupils' achievement in English, Science, and Mathematics did not correlate highly with teachers' performance.

Tonelete's study was related with the present study since both considered the academic performance of pupils. However, they differed in the process undertaken by each. The former study correlated academic performance of grade III pupils in English, Science and Mathematics while the present study will identify the correlates of grade III pupils' performance in the National Achievement Test (NAT) on English, Mathematics, Science, and Filipino in the District of Wright I.

Arga's (2002) study was on "Competencies of Master Teachers and REAT Achievement of Pupils for the High and Low Scoring Students in Samar Division". Her findings revealed the following results: The instructional competencies of the master teachers from the high and low scoring elementary schools had very little effect on the academic achievement of the pupils particularly on REAT. This led to conclusion that even the master teachers who had performed very well or were competent in their work as teacher was not a guarantee in this study that pupils' academic performance had been influenced by it. From this conclusion, it was implied that poor pupils' performance must have been affected and influenced by other factors which were stronger than that of teachers' instructional competence.

She stressed the idea that the teacher was the crucial factor in the instructional process. It was the teacher who engaged in interactive behavior with the students for the purpose of affecting change in his pupils. The change whether it was attitudinal, cognitive, or motor, is inter-functional on the part of

teacher, it was but proper to assess the teachers' effectiveness. In fact, evaluation served many purpose. They were used in judging teachers' mastery of certain essential knowledge, process and skills as well as determining the strengths and weaknesses of a teacher. This meant that the evaluation of a teacher's work must always be specific. It was noted that the function of the teacher was to supply as many situations as possible. These situations needed to deal with experience which were real to the child and involve the actual manipulation of objects. It was further recommended in her study that factors affecting pupils' performance like absenteeism, family background, economic status, and health problems be given consideration by the school administrators and teachers so as to find out whether or not these factors might have caused the low performance of pupils and where focus of instruction must be exerted. Further, parents' assistance must be sought in the improvement of their children's academic achievement by way of extending follow-up instructions and/or assistance and guidance at home.

This was also the very purpose of the present study to investigate other factors that had bearing on the academic performance of pupils aside from the teaching competencies of teachers. Arga utilized the elementary school pupils as the subject of the study, the present study included parents, teachers, and pupils themselves as the respondent groups, and the above findings gained more interest and motivation to the present researcher to find out further if teachers'

instructional competencies really had an effect on the academic performance of the grade III pupils particularly on the National Achievement Test (NAT).

The present study is related to Arga's study because it will address also with the instructional competence of teachers as contributory factor to pupils' performance. They differed on the aspect as to what the performance of teachers is correlated. Similarity was viewed between the present study with the abovementioned study since both dealt with the concerns which was scholastic and academic performance.

Miñozo's (2001) study was about "Teachers' Competencies and Students Performance in English in the City Division of Calbayog: Bases for a Learning Design Model". He stressed that competencies pushed teachers to work doubly-hard in the delivery of instruction especially that of English as a foreign language. He pointed to a description of how the teacher performs the tasks required of a competent one.

He pointed that basic competence of the teacher in the use of the language was one of the most important factors in developing children's skills. English is a tool that needs competence and proficiency in the use of the language and in imparting the use of the language of pupils. English is a basic subject correlated with other subjects since one subject depends on another. Teachers in English should be more concerned with the development of the skills and understanding of the language rather than in the mastery of knowledge about the language.

The study of Miñozo was related to the present study because both dealt with how students performed and teachers' mastery of the lesson. The study differed in respondents because the previous study utilized students from the Division of Calbayog, while the present study will utilize grade III pupils last year now already in grade IV who took the NAT for S.Y. 2009-2010 from Wright I District, Division of Samar.

The study of Nayangga (2000) attempted to determine the predictors of achievement in mathematics among grade six pupils in the District of Hinabangan, Division of Samar. Among the factors identified were: the pupils' age and sex, socio-economic status, academic performance of teachers and parents' educational attainment.

The study mentioned was similar to the present study because both used some similar factors that affected pupils' performance. However, they differed on the research locale, scope, grade level of respondents and subject area because the former was achievement in Mathematics only while the present study will cover the four learning areas tested by the National Achievement Test (NAT) for grade III.

The dissertation of Fernando (2000) "Parental Influences and School Guidance Services as Related to Behavioral Problems of Intermediate Schools in Samar, was also related to the study at hand. It sought to find the degree of influence of parents and guidance services as related to behavior of intermediate school children. Her findings showed that parental influence significantly

affected the behavior of intermediate pupils in their academic performance. She suggested remedial and active measures how intermediate children could be helped and become effective in the school.

The present study was related to the above cited study because it similarly investigated the pupils' performance in the school. Both studies sought to find the degree and extent these external influences that affect pupils' performance in the school. However, the said study differed from the present study, inasmuch as the former stressed on what the parents could do in order to plan and formulate consistent approaches to group of learners especially with pupils who needed extra attention, whereas the present study will focus more on the factors that affected grade III pupils' performance in the NAT.

Baco's (2000) study on "Proficiency in English as a Correlate of Grade V Pupils' Performance in Science and Mathematics", assessed the achievement of grade V pupils in English-taught subjects like Science and Mathematics with the end of determining the relationship between English proficiency and the pupils' performance in these subjects. She found that there was a significant relationship between the overall performance of grade V pupils and their achievement in English. Based on her findings, she concluded that, the pupils' competence in English influenced their performance in Science. The more proficient a child in English the more likely that he would be good in Science since English language was the medium of instruction in Science. On the other hand, proficiency in communication skills did not influence or affect the pupil's achievement in Math.

It can be said that the child might not be necessarily proficient in English in order to be competent in mathematical skills since Mathematics had its own unique language of numbers. She further stressed that the problems that beset the grade V pupils in the District of Wright II focused on the difficulty level and scarcity of reading materials in English, Science and Mathematics and the inadequacy of teachers in using English and the need to improve their communication skills.

Baco's study was related to the present study because both are correlational studies, they both used achievement test and questionnaire as the instruments to gather data. The study differed from Baco's study since it dwelt on correlating English proficiency with achievement in English, Mathematics, and Science in grade V; while the present study is correlating on pupils' performance in the National Achievement Test (NAT) grade III and some pupil-, parents-, and teacher-related variates. The former utilized grade V pupils as respondents while the present study will use grade III pupils last year who are now in grade IV who took the 2009-2010 NAT.

The related literature and studies cited here helped the researcher a lot since they provided some distinctions and processes to pursue the present study.

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures in conducting this study. It treats on the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The study used the descriptive-correlational research design using the questionnaire and achievement test as major instruments to gather the needed data. The grade III pupils' performance in the National Achievement Test (NAT) were assessed based on the analysis of certain data of the pupils, teachers and parents. Definite facts about the pupil-related, teacher-related, and parent-related were correlated to identify the correlates of the performance in the National Achievement Test (NAT) of the grade III pupils. Furthermore, the results of the correlational findings were used by the researcher as basis to recommend interventions, strategies for quality output. The study utilized frequency counts, percentages, means, weighted mean, Spearman Rank Correlation Coefficient, Fisher's t-test. Analysis of Variance (ANOVA) or F-test, and Pearson Product-Moment Correlation Coefficient (Pearson r).

Instrumentation

The major data gathering instruments used in this study were the questionnaire, achievement test (NAT results) and documentary analysis.

Questionnaire. One of the major instruments for relevant data gathering was the questionnaire. This was intended for the pupils, teachers, and parents. The questionnaire for the pupils was composed of five parts, namely: Part I are solicited information on age and sex, height, weight, Subject ratings in English, Math, Science, and Filipino, and birth order in the family. Part II contained the pupils' attitude towards schooling. Attitude statements were rated using a five point Likert scale: 5 for Strongly Agree (SA); 4 for Agree (A); 3 for Uncertain (U); 2 for Disagree (D), and 1 for Strongly Disagree (SD). Part III included indicators on pupils interest in reading which the pupils rated using: 5 for Always (A); 4 for Often (O); 3 for Seldom (S); 2 for Less Seldom (LS), and 1 for Not al All (NA). Part IV determined the pupils' ability to comprehend where they used the same rating scale in reading and comprehension. Part V dealt with problems in preparation for the NAT which the pupils rated using: 5 for Extremely Felt (EF), 4 for Highly Felt (HF), 3 for Moderately Felt, 2 for Slightly Felt, and 1 for Not Felt (NF).

The questionnaire for teacher-respondents was composed of five parts: Part I dealt with the personal profile of the teachers such as age, sex, civil status, educational background, teaching experience, performance rating, average family income, and in-service trainings attended. Part II contained: the attitude

indicators towards teaching which they rated using a five point Likert scale: 5 for Strongly Agree (SA); 4 for Agree (A); 3 for Uncertain (U); 2 for Disagree (D), and 1 for Strongly Disagree (SD). Part III dealt with the teaching competence of teachers. They rated each competence as: 5 for Extremely Competence (EC); 4 for Highly Competent (HC); 3 for Moderately Competent (MC); 2 for Slightly Competent (SC), and 1 for Not Competent (NC). Part IV dealt with strategies employed by teachers to prepare their pupils for the NAT. Possible listing of strategies was provided to teacher-respondents which they ranked from 1 to 6, with 1 signifying most commonly employed and 6 as least commonly employed. Part V dealt with Problems Encountered relative to the preparation for the NAT which teachers rated using: 5 for Extremely Felt (EF), 4 for Highly Felt (HF), 3 for Moderately Felt (MF), 2 for Slightly Felt (SF), and 1 for Not Felt (NF).

The parents' questionnaire was composed of three parts: Part I deal with the profile of the parent-respondents relative to age and sex, educational attainment, occupation, and average family income; Part II contained attitude indicators of parents towards education. It signified the agreement or disagreement to each indicator using this scale: 5 for Strongly Agree (SA); 4 for Agree (A); 3 for Uncertain (U); 2 for Disagree (D), and 1 for Strongly Disagree (SD). This was interpreted as: 5 indicating very favorable attitude; 4 for favorable attitude; 3 for neutral attitude; 2 for unfavorable attitude, and 1 for very unfavorable attitude. The parents' questionnaire was translated to "Waray" for their easy response. Part III contained problems in preparation for the NAT

on which the presents rated using the same rating scale in attitude indicators towards education.

Achievement test. This refers to National Achievement Test given annually in March to Grade III pupils by National Educational Testing and Research Center (NETRC) of DepEd. It included test items in Grammar and Reading Comprehension in English and Filipino, Science and Mathematics. The National Achievement Test (NAT) was used to determine what the students know, understand and can do at their level.

Documentary analysis. This data gathering tool was used to obtain the results of the 2008-2009 and 2009-2010 NAT results of grade III pupils. Other information such as the number of complete elementary schools in the district in order to identify which of this would be involved in the study. Form 3 was scrutinized to determine the number/total enrolment of grade III pupils last year and teachers in the district who are handling grade III pupils. This was deemed useful in obtaining samples of the study.

Validation of the Instrument

Only the questionnaire was subject for validation since the NAT was already pre-validated by NETRC before they were administered to the pupils.

The questionnaire was validated by the researcher's adviser for gross errors in content and construction. After the corrections and suggestions had been incorporated in revised version, it was passed on to the researcher's co-

teachers handling Grade III pupils and administrators for them to go over for some corrections and suggestions to improve the instrument. Their suggestions were incorporated in the revision of the questionnaire. The instrument then, was subjected for a try out utilizing some Grade III pupils, teachers, and parents in Wright II District. To establish the reliability of the instrument, the test-retest method was used. It was tested to the respondents twice with an interval of three days. The two sets of scores were correlated using the Spearman Rank Correlation Coefficient (Spearman rho). The computed r was checked against Ebel's Table of Reliability.

It was noted and found out that based from Ebel's Table of Reliability the instruments used were reliable. For the teacher-respondents, a reliability coefficient of 96.07 percent was obtained having a very high degree of reliability. For the pupil-respondents 90.80 percent reliability coefficient which was high on its degree of reliability while the instrument for parent-respondents, a score of 99.51 percent, very high on its degree of reliability.

Sampling Procedure

There were three categories of respondents of this study: 216 pupils, 13 teachers, and 216 parents. Based from the sample size, the percentage of the identified grade IV pupil-respondents to be taken from each school was figured out by using the stratified random sampling. For the parent-respondents, it was either the father or mother of the sample pupil as the respondents. For the

teacher-respondents, total enumeration was followed; meaning that all grade III teachers in Wright I, Division of Samar were taken as respondents. The Sloven's formula was used to determine in computing the sample size for the pupil-respondents.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n	=	refers to the sample size
N	=	refers to the population
1	=	refers to a constant value
e	=	refers to margin of error

Based from the sample size, the sample proportion was computed. The resulting percentage was used as cut-off number for pupils to be sampled from each school. The identified grade IV pupils as sample was chosen using simple random sampling. A total of 216 grade IV pupil-respondents of Wright I District, Division of Samar was used in this study.

Table 1 shows the pupil- and teacher-respondents of the study.

Data Gathering Procedure

Permission to conduct the study was secured from the Schools Division Superintendent of this division. From then, the researcher went to the district supervisor, principals, and head teachers to inform them about the permission

Table 1

Sampling Frame of the Study

Name of School	Teacher Respon-dents	Pupil-Respondents			
		Male	Female	Total	n
1. Wright I Central Elementary School	2	28	41	69	32
2. Apolonia Elementary School	1	8	10	18	8
3. Bato Elementary School	1	14	13	27	12
4. Binogho Elementary School	1	14	19	33	15
5. Lipata Elementary School	1	24	14	38	18
6. Lokilokon Elementary School	1	16	18	34	16
7. Pabanog Elementary School	1	30	24	54	25
8. Patag Elementary School	1	9	7	16	7
9. Pequit Elementary School	1	21	15	36	17
10. San Isidro Elementary School	1	17	16	33	15
11. Tenani Integrated School	1	36	35	71	33
12. Tigbawon Elementary School	1	24	14	38	18
Total	**13**	**241**	**226**	**467**	**216**

given to her by the superintendent. She administered and pilot tested the questionnaire using the test-retest method in Wright II Central Elementary School utilizing grade III pupils and their parents and teachers handling the grade. Since there were only two grade III teachers in the said school, the researcher went to other schools in Wright II District to utilize other teachers handling grade III for the test-retest method. The pilot testing was done on October 15 and 18, 2010. After a week, the results was tabulated for the reliability of the test. If the questionnaire were found reliable, based from the results of the correlation or variability computations, the researcher then conducted and administered the questionnaire to the target group respondents from the different schools of Wright I District, Paranas, Samar. These included

216 grade III pupils last year who took the 2010 NAT; who are now in grade IV, 216 parent-respondents, and 13 grade III teachers who were tested. The researcher administered the questionnaire to pupil- and teacher-respondents simultaneously; while for the parent-respondents the questionnaires were brought home by the pupils for either their father or mother to answer. Retrieval of questionnaire was done three days after. Gathering of data started on December 6, 2010 and ended on December 9, 2010.

Statistical Treatment of Data

To facilitate the analysis and interpretation of the data gathered, it was tallied, scored, recorded and tabulated using the following statistical tools:

Frequency counts and percentage. This was used in consolidating the data of the needed profile of the three groups of respondents, namely: pupil-, teacher-, and parent-respondents as to their age, sex, civil status, educational attainment, teaching experience, in-service trainings attended, and average family income.

Weighted means. This was used to analyze and interpret the responses of the pupil-, teacher- and parent-respondents. Scales are the following:

Pupils' attitude towards schooling:

Range		Description
5	-	Strongly Agree (SA)
4	-	Agree (A)
3	-	Uncertain (U)
2	-	Disagree (D)
1	-	Strongly Disagree (SD)

Pupils' interest in reading:

Range		Description
5	-	Always (A)
4	-	Often (O)
3	-	Seldom (S)
2	-	Less Seldom (LS)
1	-	Not at All (NA)

Pupils' ability to comprehend:

Range		Description
5	-	Always (A)
4	-	Often (O)
3	-	Seldom (S)
2	-	Less Seldom (LS)
1	-	Not at All (NA)

Teachers' attitude towards teaching:

Range		Description
5	-	Strongly Agree (SA)
4	-	Agree (A)
3	-	Uncertain (U)
2	-	Disagree (D)
1	-	Strongly Disagree (SD)

Teachers' teaching competence:

Range		Description
5	-	Extremely Competent (EC)
4	-	Highly Competent (HC)
3	-	Moderately Competent (MC)
2	-	Slightly Competent (SC)
1	-	Not Competent (NC)

Teachers' attitude towards education:

Range		Description
5	-	Strongly Agree (SA)/ Very Favorable
4	-	Agree (A)/ Favorable
3	-	Uncertain (U)/ Neutral
2	-	Disagree (D)/ Unfavorable
1	-	Strongly Disagree (SD)/ Very Unfavorable

Spearman Rank Correlation-Coefficient (Spearman rho). This was used to determine the reliability of the instrument using the test-retest method.

Using the Spearman rho statistical tool, the questionnaire is to be tested on its reliability based from the Table of reliability suggested by Ebel (1965: 262):

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very High
0.90 - 0.94	High
0.80 - 0.89	Fairly High, adequate for individual Measurements
0.70 - 0.79	Rather Low, adequate for group measurements
Below 0.70	Low, entirely inadequate for individual measurement, although useful for group average and school surveys

Pearson Product Moment Correlation-Coefficient (Pearson r). This statistical tool was used to determine the relationship between the pupils' performance in the National Achievement Test (NAT) key learning areas and the different pupil-, teacher-, and parent-related variates.

Fisher's t-test. This statistic was used to test the significance of the computed r.

The probability level significance of 0.05 was used either to accept or to reject the hypotheses.

One Way Analysis of Variance (ANOVA) or F-test. This was used to test the significance of the differences in pupils NAT performance among the four learning areas tested and the significant differences among the perception of the

three categories of respondents: pupil, teacher, and parent-respondents relative to the problems experienced by grade III pupils their preparation for the NAT.

Scheffe's test. This Posteriori test was used in testing the significance of the computed F to identify the pairs which were significantly varied.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered in answer to the specific questions posed in this study. It covers profile of the pupil-, teacher-, and parent-respondents; pupils' performance in the NAT by school and subject area; comparison of pupils' performance in NAT by subject areas; relationship between pupils' performance in NAT and pupil-, teacher-, and parent-related variates; problems experienced by grade III pupils in relation to NAT preparations; comparison of perceptions of pupils, teachers, and parents on problems encountered by pupils relative to NAT preparations and intervention strategies recommended for better performance of grade III pupils in NAT.

Profile of Pupil-Respondents

Tables 1 - 8 disclose the profile of grade III pupils in the District of Wright in terms of age and sex, height, weight, ordinal position, interest in reading, ability to comprehend, attitude towards schooling, and latest periodical ratings.

Age and sex. Table 1 presents the age and sex profile of the pupil-respondents. Among the 216 pupils 97 or 44.91 percent were 10 years old; 59 or 27.31 percent were nine years old; 32 or 14.81 percent were 11 years old and the

Table 1

Age and Sex Distribution of the Pupil-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
14	1	1	2	0.93
13	9	2	11	5.09
12	3	3	6	2.78
11	18	14	32	14.81
10	51	46	97	44.91
9	24	35	59	27.31
8	1	6	7	3.24
7	1	0	1	0.46
Not Specified	1	0	1	0.46
Total	**109**	**107**	**216**	**100.00**
Percent	**50.46**	**49.54**	**100.00**	-
Mean	**10.24 yrs**	**9.84 yrs**	**10.04 yrs**	-
SD	**1.21 yrs**	**1.05 yrs**	**1.15 yrs**	-

rest were thinly dispersed in the rest of the age levels. The overage age of the group posted at 10.04 years with a standard deviation (SD) of 1.15 years. Considering six years as entrance age for grade I, majority of the grade III pupils were average for the grade. At 10 years, they are supposed to be in grade V.

The sex distribution reveals an almost equal number of boys and girls involved in study. There were 109 or 50.46 percent who were males and 107 or

49.54 percent who were females, registering an average ages of 10.24 years and 9.84 years, respectively.

Height. As to height distribution, Table 2 presents the data of the 216 pupil-respondents, 63 or 29.17 percent tipped the scale between 128-132 centimeters; 57 or 26.39 percent stood between 123-127 centimeters; 27 or 12.50

Table 2

Height Distribution of the Pupil Respondents

Height (in cm)	f	Percent
153 - 157	2	0.93
148 - 152	7	3.24
143 - 147	2	0.93
138 - 142	7	3.24
133 - 137	21	9.72
128 - 132	63	29.17
123 - 127	57	26.39
118 - 122	27	12.50
113 - 117	18	8.33
108 - 112	5	2.31
103 - 107	1	0.46
98 - 102	1	0.46
93 - 97	2	0.93
Not Specified	3	1.39
Total	**216**	**100.00**
Mean	**127.13 cm**	**-**
SD	**9.05 cm**	**-**

percent had a height of 118-122, and the rest were distributed in the other height ranges. The pupils had a mean height of 127.13 centimeters with a SD of 9.05

centimeters. Based on the International Reference Standard (IRS) used in nutritional assessment of school children, the grade III pupils were considered tall, the value of which is higher than the average height of 119.50 centimeters for an average age of 10.04 years.

Weight. Table 3 depicts the weight distribution of the pupil-respondents. Among the 216 pupil-respondents, 68 or 31.48 percent fall between the weight

Table 3

Weight Distribution of the Pupil Respondents

Weight (in kg)	f	Percent
48 - 50	2	0.93
45 - 47	1	0.46
42 - 44	0	0.00
39 - 41	1	0.46
36 - 38	2	0.93
33 - 35	10	4.63
30 - 32	29	13.43
27 - 29	52	24.07
24 - 26	68	31.48
21 - 23	35	16.20
18 - 20	13	6.02
15 - 17	1	0.46
Not Specified	2	0.93
Total	**216**	**100.00**
Mean	**26.60 kg**	**-**
SD	**4.71 kg**	**-**

range of 24-26 kilograms; 52 or 24.07 percent weighed between 27-29 kilograms;35 or 16-20 tipped the scale at 21-23 kilos, and the rest were thinly distributed in the rest of weight distribution. As a group, the mean weight posted at 26-60 kilograms with a SD of 4.71 kilograms. With this value, the grade III pupil-respondents were considered as average underweight falling between the weight range of 22.8-30.2 kilograms for an age of 10.4 years (International Reference Standard, Food and Nutrition Research Institute, DOST).

Ordinal position. Table 4 shows the ordinal position of the pupil-respondents. Among them, 45 or 20.83 percent were second in the family; 43 or

Table 4

Pupil Respondents' Ordinal Position in the Family

Ordinal Position	f	Percent
10th	20	9.26
9th	11	5.09
8th	2	0.93
7th	5	2.31
6th	9	4.17
5th	16	7.41
4th	24	11.11
3rd	35	16.20
2nd	45	20.83
1st	43	19.91
Not Specified	6	2.78
Total	216	100.00

19.91 percent were first or eldest; 35 or 16.20 percent were born third in the family; 24 or 11.11 percent were fourth; 201 or 9.26 percent were 10th in the family, and the others were distributed in the rest of the ordinal positions. It appeared that majority of the respondents were either first, second, or third in the family.

Interest in reading. The pupils; interest in reading is summarized in Table 5. Among the interest indicators, item 4, "binabasa lahat ng panuto gabo sagutin ang pagsusulit", obtained the highest mean of 4.62 equivalent to palaging

Table 5

Pupil Respondents' Interest in Reading

Indicators	Responses					Total	$\overline{X}_w$	Interpret-ation
	5 PN	4 MN	3 PMN	2 BN	1 HN			
1. Kahit anong babasahin ay babasahin.	96	72	33	6	2	209	4.22	MN
2. Binabasa lahat ang mga kinopya sa kuaderno.	96	51	50	7	7	211	4.05	MN
3. Binabasa ang mga aklat na ibinibigay ng guro.	122	42	43	3	3	213	4.30	MN
4. Binabasa lahat ng panuto bago sagutin ang pagsusulit.	165	23	17	7	1	213	4.62	PN
5. Binabasa lahat ng mga babalang nakapaskil sa paaralan.	120	47	29	6	9	211	4.25	MN
Total	-	-	-	-	-	-	21.43	-
Grand Mean	-	-	-	-	-	-	4.29	MN

Legend:

4.51 - 5.00 Palaging Nagbabasa (PN)
3.51 - 4.50 Madalas Nagbabasa (MN)
2.51 - 3.50 Paminsan-minsan Nagbabasa (PMN)
1.51 - 2.50 Bihirang Nagbabasa (BN)
1.00 - 1.50 Hindi Nagbabasa (HN)

nagbabasa followed by item 3, "binabasa ang mga aklat na ibinigay ng guro" interpreted as madalas nagbabasa; item 5, "binabasa lahat ng mga babalang nakapaskil sa paaralan" still as madalas nagbabasa. The interest indicator which obtained the lowest mean was item 2, "binabasa lahat ang mga kinopya sa kuaderno" still equivalent to madalas nagbabasa. As a whole, the group had a grand mean of 4.286 which means that the pupil-respondents "frequently read" as madalas nagbabasa.

Ability to comprehend. The profile of the pupil-respondents as to their ability to comprehend is shown in Table 6. Majority were assessed as "nakakabasa ako at nakakaunawa sa aking binabasa" accounting for 204 pupils

Table 6

Pupil-Respondents' Ability to Comprehend

Ability	Filipino		English	
	f	Percent	f	Percent
1. Nakakabasa ako at nakakaunawa sa aking binabasa	204	94.44	37	17.13
2. Nakakabasa ako ngunit hindi nakakaunawa	5	2.31	170	78.70
3. Hindi ako nakakabasa	0	0.00	3	1.39
4. Not specified	7	3.24	6	2.78
Total	216	100.00	216	100.00

or 94.44 percent in Filipino. The rest belong to "nakakabasa ako at nakakaunawa" with five pupils or 2.31 percent. It is notable that there were no non-readers.

In English, majority or 170 pupils (78.70 percent) could "read but not understand" or "nakakabasa ako ngunit hindi nakakaunawa". This was followed by 37 pupils or 17.13 percent who could "read and understand what they read" or "nakakabasa at nakakaunawa sa aking binabasa". Three or 1.39 percent could not read.

It can be said that grade III pupils were good readers and comprehenders in Filipino. While in English the grade III pupils could read but they could not understand.

Attitude towards schooling. The attitude profile of the respondents is reflected in Table 7. Of the 10 indicators, six were "strongly agreed by the respondents. The top three were: item 1, "gusto kung mag-aral nang mabuti" which obtained a weighted mean of 4.79; item 10, "gusto kong makatapos ng aking pag-aaral" with a mean of 4.77, and item 8, gusto kong palaging makakuha ng malaking grado sa pagsulit" with a mean of 4.69. The least rated was item 4, "gusto kong magbasa ng aklat bago matulog at pagkagising sa umaga" obtaining a mean of 4.27 or "agree". As a whole, the pupils had a grand mean of 4.576 equivalent to "strongly agree" indicating a highly favorable attitude towards schooling.

Table 7

Pupil Respondents' Attitude Towards Schooling

	Indicators	Responses					Total	$\overline{X}_w$	Interpret-ation
		5 LS	4 S	3 HT	2 DS	1 LDS			
1.	Gusto kong mag-aral ng mabuti.	177	30	5	2	0	214	4.79	LS
2.	Gusto kong mag-aaral lahat ng mga aralin.	142	55	6	7	2	212	4.55	LS
3.	Gusto kong gumawa at sagutin lahat ng mga takdang aralin.	135	55	17	3	2	212	4.50	S
4.	Gusto kong magbasa ng aklat bago matulog at pagkagising sa umaga.	105	78	15	6	7	211	4.27	S
5.	Gusto kong pumasok ng tamang oras sa paaralan.	165	35	8	5	1	214	4.67	LS
6.	Gusto kong sumali sa mga gawain at mga paligsahan sa paaralan.	111	75	23	2	1	212	4.38	S
7.	Gusto kong mag-aral kaysa maglaro kung vacant period.	139	49	19	4	2	213	4.50	S
8.	Gusto kong palaging makakuha ng malaking grado sa pagsusulit.	161	44	5	3	1	214	4.69	LS
9.	Gusto kong maging honor pupil.	156	42	11	1	2	212	4.65	LS
10.	Gusto kong makatapos ng aking pag-aaral.	179	27	1	1	4	212	4.77	LS
	Total	-	-	-	-	-	-	45.76	-
	Grand Mean	-	-	-	-	-	-	4.58	LS

Legend:

4.51 - 5.00 Lubos na Sumasang-ayon (LS)

3.51 - 4.50 Sumasang-ayon (S)

2.51 - 3.50 Hindi Tiyak (HT)

1.51 - 2.50 Di Sumasang-ayon (DS)

1.00 - 1.50 Lubos na Di Sumasang-ayon (DS)

Latest periodic ratings. Table 8 contains the latest periodical ratings in the basic learning areas, namely: English, Math, Science, and Filipino. As can be

Table 8

Pupil-Respondents Latest Periodic Rating in English, Math, Science and Filipino

Rating	Subjects and Corresponding Frequency and Percentage							
	English		Math		Science		Filipino	
	f	Percent	f	Percent	f	Percent	f	Percent
90	1	0.46	0	0.00	0	0.00	0	0.00
89	1	0.46	0	0.00	0	0.00	1	0.46
88	1	0.46	0	0.00	1	0.46	10	4.63
87	8	3.70	12	5.56	6	2.78	13	6.02
86	14	6.48	8	3.70	12	5.56	20	9.26
85	28	12.96	29	13.43	21	9.72	25	11.57
84	27	12.50	20	9.26	31	14.35	50	23.15
83	48	22.22	28	12.96	52	24.07	46	21.30
82	18	8.33	31	14.35	37	17.13	29	13.43
81	14	6.48	17	7.87	24	11.11	5	2.31
80	33	15.28	35	16.20	13	6.02	9	4.17
79	8	3.70	15	6.94	4	1.85	2	0.93
78	8	3.70	11	5.09	6	2.78	1	0.46
77	1	0.46	4	1.85	2	0.93	1	0.46
76	2	0.93	1	0.46	2	0.93	1	0.46
75	2	0.93	3	1.39	2	0.93	0	0.00
NS	2	0.93	2	0.93	3	1.39	3	1.39
Total	216	100.00	216	100.00	216	100.00	216	100.00
Mean	82.64	-	82.11	-	82.64	-	83.79	-
SD	2.60	-	2.69	-	2.27	-	2.20	-

Legend: NS - Not Specified

seen in the table, along English, 48 pupils or 22.22 percent got a grade of 83 followed by 33 pupils or 15.28 percent with a grade of 80. The rest were thinly dispersed in the other ratings. Notable were three pupils who obtained higher grades of 88, 89, and 90. Two or 0.93 percent got a grade of 75, the lowest grade obtained by the group. The average rating clustered around 82.64 with a SD of 2.60 interpreted as average performance.

In Math, 35 pupils or 16.20 percent were rated 80 followed by 31 pupils or 14.35 percent who got 82. The highest grade in the subject was 87 obtained by 12 pupils and lowest grade was 75 gotten by three pupils. The mean rating for Math was 82.11 with a SD of 2.69 or average performance.

Along Science, 52 pupils or 24.07 percent were rated 83 and 37 or 17.13 percent were given a grade of 82. The rest were distributed in the other ratings. The highest grade obtained was 88 by one pupil and the lowest grade was also 75 obtained by two pupils. The mean rating in Science was 82.64 with a SD of 2.27 also equivalent to average performance.

In Filipino, 50 pupils or 23.15 percent got a grade of 84 and 46 pupils or 21.30 percent got a grade of 83. The rest of the pupils were given other ratings. The highest rating obtained here was 89 by one pupil; while the lowest rating was 76, obtained by one pupil. The average grade posted at 83.79 with a SD of 2.20, also indicating average ability.

Among the subjects, it is in Filipino that the pupil-respondents were getting netter grades as shown in its mean rating of 83.79. It is in Math that they

had allowed grade with 82.11. Generally, the pupil-respondents were of average ability.

Profile of Teacher-Respondents

Tables 9-17 present the profile of the teacher-respondents with respect to their age and sex, civil status, educational background, teaching experience, performance rating, average monthly income, in-service trainings attended, attitude towards teaching, teaching competence and NAT strategies employed.

Age and sex. Table 9 shows the age and sex distribution of the teacher-respondents. It appears that all the respondents were female. Among them, two

Table 9

Age and Sex Distribution of the Teacher-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
61	0	2	2	15.38
59	0	1	1	7.69
53	0	1	1	7.69
49	0	1	1	7.69
47	0	1	1	7.69
46	0	1	1	7.69
42	0	1	1	7.69
38	0	1	1	7.69
34	0	1	1	7.69
32	0	2	2	15.38
Not Specified	0	1	1	7.69
Total	0	13	13	100.00
Percent	0.00	6.37	6.37	-
Mean	-	46.17 yrs	46.17 yrs	-
SD	-	10.84 yrs	10.84 yrs	-

teachers or 15.38 percent were age 61, the oldest in the group, and another two teachers were age 32, the youngest respondents. The other age levels have one teacher each. The average age posted at 46.17 years with the SD of 10.84 years. The teachers were in their late forties, still at their prime age and active life.

As to sex distribution, all teacher-respondents were all female, number 13 or 100 percent,

Civil status. The civil status profile of the teachers is found in Table 10 categorized into single, married, separated and widow. As can be gleaned in the table, 11 teachers or 84.62 percent were married, one or 7.69 percent was separated, and another one was widow. No teacher was single. The finding was expected since the age profile of the teacher-respondents was marriageable age.

Table 10

Teacher-Respondents' Civil Status

Civil Status	f	Percent
Single	0	0.00
Married	11	84.62
Separated	1	7.69
Widow	1	7.69
Total	13	100.00

Educational background. The teachers' profile on educational background is in Table 11. Of the 13 teacher-respondents, 11 or 84.62 percent had MA/MS units; while two teachers or 15.38 percent had bachelor's degree. It indicated that they were educationally-equipped and majority were even qualified to a higher position.

Table 11

Teacher-Respondents' Educational Background

Educational Background	f	Percent
With MA/MS units	11	84.62
Bachelor's Degree	2	15.38
Total	13	100.00

Teaching experience. The experience profile of the teachers is shown in Table 12. Of the 13 teachers, two or 15.38 percent had an experience of 18 years, and the rest of the experience levels. There was one who had the highest/longest teaching experience of 35 years and the shortest teaching experience was two years by one teacher. The mean teaching experience was pegged at 17.6 years with a SD of 11.72 years. The respondents were experienced teachers.

Table 12

Teacher- Respondents' Teaching Experience

Teaching Experience (years)	f	Percent
35	1	7.69
32	1	7.69
30	1	7.69
18	2	15.38
16	1	7.69
15	1	7.69
6	1	7.69
4	1	7.69
2	1	7.69
Not Specified	3	23.08
Total	13	100.00
Mean	17.6	-
SD	11.72	-

Performance rating. All teachers involved in this study obtained a very satisfactory rating; hence no table is presented.

Average monthly income. Table 13 depicts the profile of the teachers along their average monthly income. It appears that three teachers or 23.08 percent did not specify their average family income. The highest income was PhP38,166.00 earned by one teacher. The lowest family income was PhP3,000.00 earned by one teacher. The group had an average monthly income of PhP21,701.60 with a SD of PhP9,023.25. This exceeded the poverty threshold of PhP15,512.00 (NSCB: 2009) as determined by National Statistical and

Coordinating Board for the Province of Samar. It indicates that the teacher-respondents can afford to provide themselves the necessary amenities of life.

Table 13

Teacher-Respondents' Average Monthly Income

Average Monthly Income (in Pesos)	f	Percent
38,166.00	1	7.69
27,000.00	1	7.69
25,500.00	1	7.69
25,000.00	1	7.69
23,000.00	1	7.69
21,050.00	1	7.69
20,900.00	1	7.69
18,400.00	1	7.69
15,000.00	1	7.69
3,000.00	1	7.69
Not Specified	3	23.08
Total	13	100.00
Mean	PHP 21,701.60	-
SD	PHP 9,023.25	-

In-service trainings. The profile in-service trainings attended by the teacher-respondents can be seen in Table 14. The trainings are categorized into national, regional, division, and district levels.

At the national level, only one or 7.69 percent had attended a national seminar for 16 days, but 12 teachers or 92.31 percent had not attended any at this level. The average number of days attended was zero.

Table 14

In-Service Trainings Attended by the Teacher-Respondents

Level/ Number of Days of Training	f	Percent
National		
16 days	1	7.69
None	12	92.31
Total	13	100.00
Mean	No training	-
Regional		
30 days	1	7.69
None	12	92.31
Total	13	100.00
Mean	No training	-
Division Level		
54 days	1	7.69
27 days	1	7.69
12 days	1	7.69
5 days	1	7.69
3 days	1	7.69
2 days	1	7.69
None	7	53.85
Total	13	100.00
Mean	8 days	-
District Level		
432 days	1	7.69
162 days	1	7.69
27 days	1	7.69
18 days	1	7.69
15 days	1	7.69
10 days	1	7.69
3 days	1	7.69
None	6	46.15
Total	13	100.00
Mean	51 days	-

At the regional level, only one or 7.69 percent attended a regional seminar for 30 days, however, 12 or 92.31 percent had not attended any at this level. The average number of training days was pegged at zero training.

In division level trainings, there was one teacher each who attended division seminars for at least two days up to 54 days. The most number at this level was 54 days and the least number was two days. There were still seven teachers or 53.85 percent who had no trainings at this level. The average number of training days was eight days.

In the district level trainings, there was one teacher each who attended seminars lasting for three days up to 432 days. However, six teachers had not attended any at this level. It may be noted that not everyone was given equal opportunity to attend district level trainings as big gaps can be noted in the number of days attended. The average number of training days posted at 51 days.

The findings indicated that some teachers were trained at the division and district levels. About half of the teachers had no trainings. There was a need for teachers to be given a chance to attend trainings.

Attitude towards teaching. The teacher-respondents were also assessed as to their attitude towards teaching (Table 15). Of the 10 attitude indicators, three were "strongly agreed" by the teacher-respondents with weighted means ranging from 4.67 to 4.75. These were: item 1 "I love to teach and I love my

Table 15

Teacher- Respondents' Attitude Towards Teaching

	Indicators	Responses					Total	$\bar{X}_w$/Interpretation	
		5 SA	4 A	3 U	2 D	1 SD			
1.	I love to teach and I love my pupils.	9	3	0	0	0	12	4.75	SA
2.	I report to my class on time.	6	6	0	0	0	12	4.50	A
3.	I don't want to waste teaching time, so I prepare my board work and instructional materials a day before the class.	5	7	0	0	0	12	4.42	A
4.	I see to it that my pupils enjoy while they are learning, so I make attractive and motivating visual aids to enhance their interest in the class.	5	7	0	0	0	12	4.42	A
5.	I group my pupils according to their level so I can assist them in the learning process as well as being considerate to individual differences.	6	6	0	0	0	12	4.50	A
6.	I want my pupils to master the day's skills so I give them homework everyday.	4	8	0	0	0	12	4.33	A
7.	I encourage everyone to participate during recitation period.	8	4	0	0	0	12	4.67	SA
8.	I see to it that my pupils enjoy in class and that they realize that learning is fun.	8	4	0	0	0	12	4.67	SA
9.	I am worried when problems arise in the class especially those that affect pupils' achievement.	7	4	1	0	0	12	4.50	A
10.	I have good relationships with parents, stakeholders, as well as my pupils.	5	6	1	0	0	12	4.33	A
	Total	-	-	-	-	-	-	45.08	-
	Grand Mean	-	-	-	-	-	-	4.508	SA

Legend:

4.51 - 5.00 Strongly Agree (SA)
3.51 - 4.50 Agree (A)
2.51 - 3.50 Uncertain (U)
1.51 - 2.50 Disagree (D)
1.00 - 1.50 Strongly Disagree (SD)

pupils" which scored highest of 4.75. Items 7 and 7 had mean of 4.67. They correspond to: "I encourage everyone to participate during recitation" and "I see to it that my pupils enjoy in class and that they realize that learning is fun", respectively. The rest of the indicators were "agreed" by the teachers with means ranging from 4.33 to 4.50. The top three indicators were items 2, 5, and 9 which obtained a mean of 4.50. There refer to: "I report to my class on time"; "I group my pupils according to their level so I can assist them in the learning process as well as being considerate to individual differences", and "I am worried when problems arise in the class especially those that affect pupil's achievement", respectively.

As a whole, the assessment obtained a grand mean of 4.5083 or "strongly agree", indicating a very favorable attitude for teaching.

Teaching competence. Table 16 discloses the assessment of the teacher-respondents of their own teaching competencies. Of the 10 competency indicators, the teachers rated themselves "extremely competent" in item 3 or "discusses lessons in such a way that pupils could easily understand" with a mean of 4.58. They assessed themselves "highly competent" in the rest of the indicators with means ranging from 4.08 to 4.33. The top three which obtained higher means were items 5, 6, 8 which had a mean of 4.33. They respond to: provides interesting activities appropriate to the levels of the pupils"; motivates the learners to acquire the knowledge, skills and attitudes", and "shows good

Table 16

Teacher- Respondents' Teaching Competence

	Indicators	Responses					Total	$\overline{Xw}$	Interpret-ation
		5 EC	4 HC	3 MC	2 SC	1 NC			
1.	Provides adequate multi-level (easy adequate, difficult) materials relevant to the specified objectives.	3	9	0	0	0	12	4.25	C
2.	Motivates pupils effectively.	2	9	1	0	0	12	4.08	C
3.	Discusses lessons in such a way that pupils could easily understand.	7	5	0	0	0	12	4.58	HC
4.	Demonstrates/performs different activities related to lessons enthusiastically.	2	10	0	0	0	12	4.17	C
5.	Provides interesting activities appropriate to the levels of the pupils.	5	6	1	0	0	12	4.33	C
6.	Motivates the learners to acquire the knowledge skills and attitudes.	4	8	0	0	0	12	4.33	C
7.	Addresses individual differences through multi-ability grouping and maximum utilization of multi-level materials.	2	9	1	0	0	12	4.08	C
8.	Shows good command of any instruction and provides adequate opportunities for interaction.	4	8	0	0	0	12	4.33	C
9.	Relates prerequisite learning with the learning tasks specified objectives.	3	9	0	0	0	12	4.25	C
10.	Provides guided and independent practice and application of new learning in real life situations.	4	7	1	0	0	12	4.25	C
	Total	-	-	-	-	-	-	42.67	-
	Grand Mean	-	-	-	-	-	-	4.267	C

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

command of any instruction and provides adequate opportunities for interaction", respectively. The ones which got lower means were: item 2, "motivates pupils effectively" and item 7 "addresses individual differences through multi-ability grouping and maximum utilization of multi-level materials with a mean of 4.08.

As a whole, the teacher-respondents obtained a grand mean of 4.2667 indicating "high competence".

NAT strategies employed. Table 17 contains the ranking of the NAT strategies the teachers employed in preparing their pupils for the NAT. As can be noted, "using review exercises" were rated by most teachers as rank 1, followed by "encourages pupils to self-review" as rank 2; "tutorial remedial sessions" as rank 3; "simulated sessions" as rank 4; "Saturday review" as rank 5 and the least preferred strategy was "attends private review centers" as rank 6.

Table 17

Teacher- Respondents' NAT Strategies Employed

	Strategies Employed	Responses (Ranks)						Total	Over-all Rank
		1	2	3	4	5	6		
1.	Encourage pupils to self-review	3	0	5	3	0	0	11	2
2.	Saturday review	0	2	2	1	5	1	11	5
3.	Tutorial remedial sessions	1	5	1	3	1	0	11	3
4.	Simulated sessions	0	2	2	4	2	0	10	4
5.	Using review exercises	7	2	2	0	0	0	11	1
6.	Attend private review centers	0	0	1	1	0	9	11	6

Profile of Parent-Respondents

Tables 18-22 present the profile of parent-respondents in terms of age and sex, educational attainment, occupation, average family income and attitude towards education.

Age and sex. Table 18 shows the age and sex distribution of parent-respondents. A total of 34 parents or 15.74 percent had an age falling between

Table 18

Age and Sex Distribution of the Parent-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
68 - 70	0	2	2	0.93
65 - 67	0	1	1	0.46
62 - 64	1	0	1	0.46
59 - 61	1	2	3	1.39
56 - 58	2	4	6	2.78
53 - 55	3	3	6	2.78
50 - 52	4	11	15	6.94
47 - 49	4	13	17	7.87
44 - 46	4	17	21	9.72
41 - 43	12	22	34	15.74
38 - 40	9	22	31	14.35
35 - 37	5	22	27	12.50
32 - 34	4	21	25	11.57
29 - 31	4	14	18	8.33
26 - 28	0	5	5	2.31
23 - 25	0	1	1	0.46
Not Specified	1	2	3	1.39
Total	54	162	216	100.00
Percent	26.47	79.41	105.88	-
Mean	42.87 yrs	40.65 yrs	41.20 yrs	-
SD	7.82 yrs	8.45 yrs	8.33 yrs	-

41-43 years; followed by 31 or 14.35 percent who fell between 38-40 years; 27 or 12.50 percent whose ages fell in the age range of 35-37 years, and the rest of the parents fell in the other age ranges. The average age of the group posted at 41.20 years with a SD of 8.33 years. The male parents registered an average age of 42.87 years with a SD of 7.82 years while the female parents had an average age of 40.65 years with a SD of 8.45 years. The parents were in their early forties, an active age.

As to sex distribution, there were more female parents totaling 162 or 79.41 percent, than male parents which numbered 54 or 26.47 percent. This indicated that more female parents were available to participate in the study being housewives than male parents who were preoccupied with earning a living.

Educational attainment. As to educational attainment, the data are contained in Table 19. As can be gleaned from the table, the parents clustered

Table 19

Parent-Respondents' Educational Attainment

Educational Attainment	f	Percent
College Graduate	28	12.96
College Level	36	16.67
High School Graduate	31	14.35
High School Level	49	22.69
Elementary Graduate	30	13.89
Elementary Level	37	17.13
No Schooling	0	0.00
Not Specified	5	2.31
Total	216	100.00

around "high school" level with 49 or 22.69 percent; 37 parents or 17.13 percent were in the elementary level; 36 or 16.67 percent were college level, and the rest were dispersed in the other educational levels. Worth notable is that, 28 or 12.96 percent were college graduates and no one among them was unschooled. Moreover, more than half of the parents were in the high school level and up. This group of parents were quite educated.

Occupation. Table 20 reflects the occupations of parent-respondents. More than half of the parents were famous accounting for 114 or 52.78 percent;

Table 20

Parent-Respondents' Occupation

Occupation	f	Percent
Engineer	1	0.46
Nurse	1	0.46
Overseas Contract Worker	1	0.46
Teacher	8	3.70
Government Employee	5	2.31
Soldier	1	0.46
Barangay/Mun Official	5	2.31
Businessman	5	2.31
Vendor (Sari-sari)	35	16.20
Mechanic	2	0.93
Driver	7	3.24
Carpenter	5	2.31
Laborer	6	2.78
Labandera	6	2.78
Farmer	114	52.78
Fisherman	8	3.70
Not Specified	6	2.78
Total	216	100.00

followed by 35 parents or 16.20 percent who managed a sari-sari store and the rest were thinly dispersed in the other occupations. More parents belonged to "low" paying work or job than "high" paying ones.

Average family income. The income profile of the parent-respondents is shown in Table 21. Quite a number, 95 parents or 43.98 percents earned between

Table 21

Parent-Respondents' Average Family Income

Average Family Income (in Pesos)	f	Percent
≥ 34,000.00	6	2.78
31,000.00 - 33,999.00	1	0.46
28,000.00 - 30,999.00	2	0.93
25,000.00 - 27,999.00	2	0.93
22,000.00 - 24,999.00	4	1.85
19,000.00 - 21,999.00	2	0.93
16,000.00 - 18,999.00	5	2.31
13,000.00 - 15,999.00	2	0.93
10,000.00 - 12,999.00	12	5.56
7,000.00 - 9,999.00	13	6.02
4,000.00 - 6,999.00	56	25.93
1,000.00 - 3,999.00	95	43.98
< 1,000.00	12	5.56
Not specified	4	1.85
Total	216	100.00
Mean	PHP 6,468.32	-
SD	PHP 8,613.01	-

PhP1,000.00-PhP3,999.00; 56 or 25.93 percent earned between PhP4,000.00-PhP6,999.00 and the rest were earning in the other given income ranges. The average family income was pegged at PhP6,468.32 with a SD of PhP8,613.01. This finding runs parallel to the occupation of most parents who were famous and work in "low" paying jobs. Notable were six parents or 2.78 percent earning a family income of more than PhP34,000.00, while 12 parents or 5.56 percent earned PhP1,000.00 and below. The finding was far below the poverty threshold of PhP13,848.00 (NSO: 2006) as determined by National Economic Development Authority (NEDA) for the Province of Samar. It further indicated that families with this income would find it difficult to provide adequately for their daily needs.

Attitude towards education. Table 22 presents the attitude profile of parent-respondents. Of the 10 indicators, seven were "strongly agreed" by the respondents with means ranging from 4.63 to 4.82. Of these, three items got higher means, referring to: item 7 "karuyag ko nga pirmi mangingiskwela it akon mga anak"; item 2 "karuyag ko hit mga anak mahibaro ha ira pag-aram", and item 1 "karuyag ko hit ak mga anak makatapos hin kurso" with means of 4.82, 4.81, and 4.77, respectively. The lowest means was pegged at 4.40 or "agree" with a mean of 4.40. The whole group had a grand mean of 4.5642 equivalent to "strongly agree" indicating a very favorable attitude towards education.

Table 22

Parent- Respondents' Attitude Towards Education

	Indicators	Responses					Total	$\overline{X}_w$	Interpret-ation
		5 SA	4 A	3 U	2 D	1 SD			
1.	I want my child finish a course.	172	32	8	0	0	212	4.77	SA
2.	I want my child to learn the importance and value of education.	177	32	2	0	1	212	4.81	SA
3.	I want to a give a full support to the studies of my child.	168	41	1	1	2	213	4.75	SA
4.	I helped and support the different projects for the improvement of the school.	116	87	8	0	2	213	4.48	A
5.	I want my child to participate always on any school activities.	112	81	16	2	2	213	4.40	A
6.	I support all school rules and regulations for the improvement of the school and to raise the quality of education.	119	80	11	1	1	212	4.49	A
7.	I want all children will go to school.	179	29	2	0	1	211	4.82	SA
8.	I want to know my child's ability and problems in school by always attending PTA meeting and to visit the adviser.	140	65	7	0	0	212	4.63	SA
9.	I want that pupils should have homework always for them to study always at home.	140	68	4	1	0	213	4.63	SA
10.	I want all children to go school rather than do nothing and be influenced by barkadas.	173	36	0	1	3	213	4.76	SA
	Total	-	-	-	-	-	-	46.54	-
	Grand Mean	-	-	-	-	-	-	4.654	SA

Legend:

4.51 - 5.00 Strongly Agree (SA)
3.51 - 4.50 Agree (A)
2.51 - 3.50 Uncertain (U)
1.51 - 2.50 Disagree (D)
1.00 - 1.50 Strongly Disagree (SD)

Performance of Grade III Pupils in NAT by School and Subject Areas

Table 23 summarizes the pupil-respondents' performance in the NAT by school and by subject area including English, Filipino, Science, and Mathematics.

Table 23

Pupil-Respondents' Performance in the National Achievement Test in Terms of MPS by Subject Area and School, SY 2009-2010

School Code	English		Filipino		Science	Mathematics
	RC	Grammar	RC	Grammar		
A	93.87	95.48	78.71	90.97	92.04	86.24
B	94.50	88.50	99.00	87.50	85.33	99.67
C	95.34	91.03	92.70	94.48	88.74	94.71
D	93.94	95.45	84.70	94.24	91.31	99.39
E	78.80	62.80	80.40	87.60	85.60	88.80
F	84.84	85.16	81.29	65.81	83.44	96.34
G	94.44	79.44	98.06	87.22	85.19	85.56
H	94.81	99.26	100.00	90.00	93.09	100.00
I	88.06	97.22	90.74	86.48	90.99	85.56
J	99.28	99.08	98.88	89.21	92.02	99.39
K	89.17	80.00	82.00	75.50	76.56	82.11
L	94.23	87.95	89.10	89.23	78.80	98.97
Total	1101.28	1061.37	1075.58	1038.24	1043.11	1116.74
Mean	91.77	88.45	89.63	86.52	86.93	93.06
SD	5.60	10.59	8.09	8.10	5.41	6.86

English. In the same table, it can be seen that the NAT results in English categorized into: English-Reading Comprehension (RC) and English-Grammar.

In Reading Comprehension, school J obtained the highest mean percentage score (MPS) of 99.28; followed by school C with 95.34 and school H with 94.81. The lowest obtained MPS was 78.80 gotten by school E. The mean MPS for Reading Comprehension was 91.77 with SD of 5.60. Along Grammar, school H and school J got the highest MOS of 99.26 and 99.08, respectively. The lowest MPS was 79.44 obtained by school G. The mean MPS of the pupils in this subject posted at 88.45 with a SD of 10.59. As a whole, the grade III pupils obtained an average of 90.11 for English indicating that the MPS was above average.

Filipino. Table 23 discloses the NAT results of the pupil-respondents in Filipino categorized into: Reading Comprehension and Grammar. Along Reading Comprehension, the highest MPS was 100.00 scored by school H. This was followed by school B which obtained a MPS of 100.00, followed by school B with 99.00 and schools J and G with means of 98.88 and 98.06, respectively. The mean MPS was pegged at 89.63 with a SD of 8.09 indicating above average performance.

In grammar, the highest MPS's were 94.48 and 94.24 obtained by schools C and D, respectively. The lowest MPS posted at 75.50 obtained by school K. The average MPS was pegged at 86.52 with a SD of 8.10 indicating above average performance.

Science. In Science, the highest MPS was 93.09 obtained by school H, followed by 92.04 and 92.02 garnered by schools A and J. The lowest MPS was

76.56 obtained by school K. The average MPS posted at 86.93 with a SD of 5.41 indicating above average performance.

Mathematics. Along Mathematics, the highest MPS was 100.00 obtained by school H, followed by 99.67 obtained by school B and 99.39 gotten by schools D and J. The lowest MPS was 82.11 gotten by school K. The average MPS posted at 93.06 with a SD of 6.86, indicating superior performance.

By subject area, the grade III pupils performed best in Math with a mean MPS of 93.06; followed by English-Reading Comprehension with 91.77 and Filipino-Reading Comprehension with 89.63. Filipino-Grammar was the lowest with 86.52.

Comparison of Pupil-Respondents Performance is the NAT by Subject Area

Table 24 summarizes the results of the comparative analyses of the performance of the grade III pupils in the NAT along the given subjects areas using the analysis of variance (ANOVA).

Computing the differences between and among means, it resulted in 15 mean differences. To determine whether the observed differences were significant, F-test was applied which yielded a computed F-value of 1.41 which was numerically lesser than the critical F-value of 2.3538 at 0.05 level of significance with df=5 and 66. Therefore, the hypothesis which stated that "there are no significant differences among the performance of grade III pupils in NAT

in the six learning areas" was accepted. It meant that the performance of the

Table 24

Comparison of the Pupil-Respondents Performance in the NAT by Subject Area

SUMMARY							
Subject Area			n	Sum	Mean	Variance	
English Reading Comprehension			12	1,101.28	91.77	31.36	
English - Grammar			12	1,061.37	88.45	112.13	
Filipino Reading Comprehension			12	1,075.58	89.63	65.40	
Filipino - Grammar			12	1,038.24	86.52	65.67	
Science			12	1,043.11	86.93	29.28	
Mathematics			12	1,116.74	93.06	47.04	
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	413.00	5	82.60	1.41	0.231	2.354	Accept Ho
Within Groups	3859.71	66	58.48	-	-	-	
Total	4272.72	71	-	-	-	-	-

respondents in the subjects test did not differ significantly. It meant further that the pupils performed just as well in all learning areas. Neither did they excel in one learning area nor performed poorly in the other subjects.

Relationship Between Pupil Performance in the NAT and Pupil-Related Variates

The study probed into the relationship between the pupils' performance in the NAT along the six learning areas and their age, sex, height, weight , ordinal position, interest in reading, ability to comprehend, attitude towards schooling and latest periodic rating. Tables 25-36 provide the data on the computed correlation coefficients between these variates, together with the tests of significance of the computed r.

Age. In correlating English-RC and Filipino-RC with pupils' age, the correlation coefficients were 0.184 and 0.224 denoting negligible and slight correlations, respectively. When Fisher's t was applied to test their significance, the computed t-values were 2.525 for English-RC and 3.098 for Filipino-RC, both

Table 25

Relationship Between Pupil-Respondents' Performance in the NAT and Their Age

Learning Area	rxy	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.184	2.525	1.96	Significant/ Reject Ho
Grammar	0.060	0.805	1.96	Not Significant/ Accept Ho
Mathematics	0.051	0.686	1.96	Not Significant/ Accept Ho
Science	0.102	1.389	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.224	3.098	1.96	Significant/ Reject Ho
Grammar	0.105	1.418	1.96	Not Significant/ Accept Ho

values were greater than the critical t-value of 1.96 at 0.05 level of significance with df=182. This led to the rejection of the hypotheses involving the relationship between pupils' performance in English RC and Filipino RC and their age. The values being positive implied that the relationship between RC in English and Filipino and pupils' age were directly proportional. It meant that the older the pupil, the higher is his performance in reading comprehension. This finding is confirmed by the age profile of the pupil-respondents wherein they were older by two years than the normal age of grade III which is eight years old. The respondents performed good in the NAT along reading comprehension in English and Filipino.

Between pupils' age and their NAT performance in English-Grammar, Filipino-Grammar, Mathematics and Science, the resulting correlation coefficients were 0.060, 0.105, and 0.102, respectively. Using Fisher's t-test to test their significance, the computed t-values were: 0.805 for English-Grammar; 1.418 for Filipino-Grammar; 0.686 for Mathematics, and 1.389 for Science which were all lesser than the critical t-value of 1.96 at 0.05 level of significance with df=182. Thus, the hypotheses involving the relationship between pupils' age and their NAT performance in the aforecited learning areas were accepted. It meant that pupils' age did not affect or influence their performance in the NAT in the abovenamed learning areas.

Sex. Table 26 presents the results of the correlational analysis between pupils' sex and their performance in NAT along the given learning area.

As can be gleaned from the table, the correlation coefficients yielded the following: English-RC, 0.039; English-Grammar, 0.052; Mathematics, 0.063; Science, 0.049; Filipino-RC, 0.016, and Filipino-Grammar, 0.001. When tested for

Table 26

Relationship Between Pupil-Respondents' Performance in the NAT and Their Sex

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.039	0.522	1.96	Not Significant/ Accept Ho
Grammar	0.052	0.701	1.96	Not Significant/ Accept Ho
Mathematics	0.063	0.846	1.96	Not Significant/ Accept Ho
Science	0.049	0.659	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.016	0.220	1.96	Not Significant/ Accept Ho
Grammar	0.001	0.011	1.96	Not Significant/ Accept Ho

their significance using Fisher's t-test, the computed t-values were: 0.522, 0.701, 0.846, 0.659, 0.220, and 0.011, respectively. By inspection, they were lesser than the critical t-value of 1.96 at 0.05 level of significance with 182 degrees of freedom. Hence, the hypotheses involving the pupils' sex and their NAT performance in the given learning areas were accepted. It indicated that the pupils' sex had nothing to do with their NAT performance in all learning areas. It meant further that the boys performed just as well as the girls.

Height. The results of the correlational analyses done between pupils' height and their performance in NAT along the given learning areas are presented in Table 27.

Table 27

Relationship Between Pupil-Respondents' Performance in the NAT and Their Height

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	-0.132	1.792	1.96	Not Significant/ Accept Ho
Grammar	-0.246	3.421	1.96	Significant/ Reject Ho
Mathematics	-0.135	1.838	1.96	Not Significant/ Accept Ho
Science	-0.197	2.711	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.205	2.821	1.96	Significant/ Reject Ho
Grammar	-0.110	1.496	1.96	Not Significant/ Accept Ho

In correlating pupils' height and their NAT performance in English-Grammar, Science and Filipino-RC, the resulting correlation coefficients were: -0.246, -0.197, and -0.206, respectively. The tests of significance done on these values yielded computed t-values of 3.421 for English-Grammar; 2.711 for Science, and 2.821 for Filipino-RC which proved greater than the critical t-value of 1.96 at α = 0.05, df=182. This gave evidence to reject the hypotheses involving the relationship between pupils' height and their NAT performance in English-

Grammar, Science, and Filipino-RC. It meant that height had something to do with the pupils' NAT performance in the aforecited learning areas. The values being positive indicated that the relationship between these variates were directly proportional. It further meant that the taller the pupils, the higher are their performance in the NAT. Height as an indicator of good physical health affects pupils' performance as they are active and alert in activities they do.

Between pupils' height and the NAT performance in English-RC, Mathematics, and Filipino-Grammar, the computed correlation coefficients were: -0.132, 0.135, and -0.110, respectively. Testing their significance using Fisher's t-test, the computed t-values resulted to: 1.792 for English-RC, 1.838 for Mathematics, and 1.496 for Filipino-Grammar which were all lesser than the critical t-value of 1.96 at $\alpha = 0.05$, 182 df. It signaled the acceptance of the hypotheses involving the relationship between pupils' height and their NAT performance. It meant that pupils' height did not affect their NAT performance in the aforementioned learning areas. Tall pupils performed just as well as short pupils.

Weight. Table 28 contains the summary of the correlational analysis done between pupils' weight and their NAT performance in the six learning areas tested.

Correlating pupils' weight and their NAT performance in English-Grammar, Mathematics, Science and Filipino-Grammar, the computed r's were: -0.189; -0.317; -0.222, and -0.270, respectively. When tested for their significance

using Fisher's t-test, the computed t-values were: -2.595 for English-Grammar; -4.504 for Mathematics; -3.065 for Science, and -3.778 for Filipino-Grammaer which were greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182.

Table 28

Relationship Between Pupil-Respondents' Performance in the NAT and Their Weight

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	-0.134	-1.817	1.96	Not Significant/ Accept Ho
Grammar	-0.189	-2.595	1.96	Significant/ Reject Ho
Mathematics	-0.317	-4.504	1.96	Significant/ Reject Ho
Science	-0.222	-3.065	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.130	-1.773	1.96	Not Significant/ Accept Ho
Grammar	-0.270	-3.778	1.96	Significant/ Reject Ho

Therefore, the hypotheses involving the relationship between pupils' weight and the abovementioned variates were rejected. It meant that pupils' weight affected or influenced their NAT performance in some learning areas. The values being negative indicated that the relationship that existed between these variates was inversely proportional. It further meant that underweight children more likely performed better than overweight pupils or overweight pupils least performed than underweight ones.

Between pupils' weight and their NAT performance in English-RC and Filipino-RC, the correlation coefficients posted at -0.134 and -0.130, respectively. The tests of significance resulted in computed t-values of -1.817 for English-RC and -1.773 for Filipino-RC which were lesser than the critical t-value of 1.96 at α = 0.05, df = 182. Thus, the hypotheses involving the relationship between pupils' weight and their NAT performance in these two subjects were accepted. It indicated that pupils' height had nothing to do with their NAT performance along reading comprehension in English and Filipino.

Ordinal position. Table 29 discloses the relationship between the pupils' ordinal position in the family and their NAT performance in the given learning areas.

Table 29

Relationship Between Pupil-Respondents' Performance in the NAT and Their Ordinal Position in the Family

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.107	1.450	1.96	Not Significant/ Accept Ho
Grammar	0.012	0.167	1.96	Not Significant/ Accept Ho
Mathematics	0.133	1.809	1.96	Not Significant/ Accept Ho
Science	0.049	0.667	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.187	2.564	1.96	Significant/ Reject Ho
Grammar	0.111	1.507	1.96	Not Significant/ Accept Ho

The correlational analysis resulted in the following correlation coefficients: English-RC, 0.107, English-Grammar, 0.012; Mathematics, 0.133; Science, 0.049;, and Filipino-Grammar, 0.111. When these values were tested for their significance, the computed t-values posted at: 1.450 for English-RC; 0.167 for English-Grammar; 1.809 for Math; 0.667 for Science, and 1.507 for Filipino-Grammar which all proved lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Hence, the hypotheses involving the relationship between pupils' ordinal position in the family and their NAT performance in the aforementioned learning areas were accepted. It meant that pupils' ordinal position did not affect their NAT performance. Pupils, regardless of their ordinal position in the family, performed just as any other.

Between pupils' ordinal position and their NAT performance in Filipino-RC, the correlational analysis revealed a computed r of 0.187. When tested for its significance, the computed t-value was pegged at 2.564 which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Therefore, the hypothesis involving the relationship between the two variates was rejected. It indicated that pupils' ordinal position influenced or affected the pupils' NAT performance in Filipino-RC. Since the value was positive, the relationship between them was directly proportional. It meant that first-born pupils apparently performed better in Filipino-RC. Perhaps, this had something with physical health of the

pupil. It is of common knowledge that first born are pampered in terms of care and diet. This has a good effect on their health, eventually their mental ability.

Interest in reading. Table 30 presented the results of the correlational analysis done between pupils' interest in reading and their NAT performance in the given learning area.

Table 30

Relationship Between Pupil-Respondents' Performance in the NAT and Their Interest in Reading

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.030	0.401	1.96	Not Significant/ Accept Ho
Grammar	0.105	1.429	1.96	Not Significant/ Accept Ho
Mathematics	0.090	1.223	1.96	Not Significant/ Accept Ho
Science	0.068	0.926	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.173	2.375	1.96	Significant/ Reject Ho
Grammar	0.021	0.286	1.96	Not Significant/ Accept Ho

In correlating pupils' interest in reading and their NAT performance in Filipino-RC, the computed or posted at 0.173 denoting negligible correlation. The test of significance yielded a computed t-value of 2.375 which proved greater than the critical t-value of 1.96 at α = 0.05, df = 182. Hence, the hypothesis involving the relationship between pupils' interest in reading and their NAT performance in Filipino-RC was rejected. It meant that pupils' interest in reading

affected the pupils' performance in Filipino-RC. Since the t-value was positive, it indicated that the relationship existing between the two variables was directly proportional. It further meant that the greater is their interest in reading, the higher is their NAT performance in Filipino-RC or vice versa.

Between pupils' interest in reading and their NAT performance in English-RC, English-Grammar, Mathematics, Science, and Filipino-Grammar, the correlation coefficients were pegged at 0.030, 0.105, 0.090, 0.068, and 0.021, respectively; all denoting negligible correlation. When these values were tested for its significance using Fisher's t-test, the computed t-values posted at: 0.401 for English-RC; 1.429 for English-Grammar; 1.223 for Math; 0.926 for Science, and 0.286 for Filipino-Grammar which were obviously lesser than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 182$. Thus, hypotheses involving the relationship between pupils' interest in reading and their NAT performance in the aforesaid learning areas were accepted. It meant that pupils' interest did not affect their NAT performance in the said learning areas.

Ability to comprehend. The correlational analyses performed between the pupils' ability to comprehend and their NAT performance in the six learning areas as summarized in Table 31.

As can be gleaned from the table, the results of the correlational analyses yielded correlation coefficients of: 0.230 for English-RC; 0.156 for English-Grammar; 0.172 for Math; 0.209 for Science; 0.300 for Filipino-RC, and 0.201 for Filipino-Grammar which would be interpreted from negligible to slight

correlation. Testing its significance using Fisher's t-test, the computed t-values were: 3.185, 2.137, 2.362, 2.886, 4.246, and 2.765, respectively. Which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This signaled the

Table 31

Relationship Between Pupil-Respondents' Performance in the NAT and Their Ability to Comprehend

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.230	3.185	1.96	Significant/ Reject Ho
Grammar	0.156	2.137	1.96	Significant/ Reject Ho
Mathematics	0.172	2.362	1.96	Significant/ Reject Ho
Science	0.209	2.886	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.300	4.246	1.96	Significant/ Reject Ho
Grammar	0.201	2.765	1.96	Significant/ Reject Ho

rejection of the hypotheses involving the relationship between pupils' ability to comprehend and their NAT performance in all given learning areas. It denoted ability to comprehend was an influencing factor in the NAT performance pf the pupil-respondents. It goes without saying that comprehension insures better performance of the pupils' in the NAT.

Attitude towards schooling. Table 32 reflects the relationship between the pupils' attitude towards schooling and their NAT performance in the given learning areas.

As can be seen in said table, attitude towards schooling correlated significantly with their NAT performance in English-RC, English-Grammar, and

Table 32

Relationship Between Pupil-Respondents' Performance in the NAT and Their Attitude Towards Schooling

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.216	2.980	1.96	Significant/ Reject Ho
Grammar	0.268	3.757	1.96	Significant/ Reject Ho
Mathematics	0.134	1.823	1.96	Not Significant/ Accept Ho
Science	0.280	3.931	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.125	1.702	1.96	Not Significant/ Accept Ho
Grammar	0.033	0.439	1.96	Not Significant/ Accept Ho

Science as evidenced by the computed t-values of 2.980, 3.757, and 3.931, respectively. Said values were all greater than the critical t-value of 1.96 at 0.05 level of significance with 182 degrees of freedom. Therefore, the hypotheses involving the relationship between attitude and NAT performance in English-RC, English-Grammar, and Science were rejected. It can be said that attitude

affected NAT performance. With the t-values being positive, the relationship that existed between the variables was directly proportional. Meaning, that the more favorable is the attitude of pupils towards schooling, more likely the higher is their performance.

Attitude towards schooling did not correlate significantly with NAT performance in Math, Filipino-RC, and Filipino-Grammar as proven by the computed t-values of 1.823, 1.702, and 0.439, respectively; which were lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This indicated that the hypotheses involving the relationship between attitude and NAT performance in the above-named learning areas were accepted. It meant that attitude had nothing to do with the pupils' NAT performance in the concerned learning areas.

Latest periodic ratings. Tables 33-36 reveal the results of the correlational analyses performed between the pupils' periodic ratings in English, Math, Science and Filipino and their NAT performance in the learning areas.

Table 33 specifically contains the correlational summary of the relationship between the pupils' periodic rating in English and their NAT performance in the given learning areas. As can be seen from the table, it is only NAT performance in English-Grammar which correlated significantly with the pupils' periodic rating in English as supported by the computed t-value of 2.748 which was numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. It indicated the rejection of the hypothesis involving the relationship between these two variables. The t-value being positive denoted that the

relationship between them was directly proportional. It meant that a high periodic rating in English was indicative of a higher NAT performance in English-Grammar. It also meant that the English teacher may have emphasized the teaching of grammar during the grading period; thus, there was a carry over of learning to the NAT.

Table 33

Relationship Between Pupil-Respondents' Performance in the NAT and Their Latest Periodic Rating in English

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.099	1.342	1.96	Not Significant/ Accept Ho
Grammar	0.200	2.748	1.96	Significant/ Reject Ho
Mathematics	0.119	1.621	1.96	Not Significant/ Accept Ho
Science	0.080	1.088	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.032	0.428	1.96	Not Significant/ Accept Ho
Grammar	0.032	0.436	1.96	Not Significant/ Accept Ho

The rest of the learning areas tested in the NAT did not correlated significantly with the pupils' periodic rating in English. The correlation coefficients revealed the following: 0.099 for English-RC; 0.119 for Math; 0.080 for Science; 0.033 for Filipino-RC, and 0.032 for Filipino-Grammar. The tests of significance yielded computed t-values of 1.342, 1.621, 1.088, 0.428, 0.436, respectively, which were numerically lesser than the critical t-value of 1.96 at α =

0.05, df = 182. This gave evidence to accept the corresponding hypotheses involving the relationship between the two variables. It meant that the periodic rating in English was not predictive of their NAT performance in the aforesaid learning areas.

Table 34 discloses the summary of the correlational analyses between the pupils' periodic rating in Mathematics and their NAT performance in the given learning areas. As viewed from the table, the pupils' periodic rating in Math did not correlate significantly with their NAT performance in only of the six learning areas as evidenced by the computed t-values of: 0.937 for English-RC; 1.463 for English-Grammar; 0.165 for Math; 0.530 for Science; 0.866 for Filipino-RC, and 0.595 for Filipino-Grammar which proved numerically lesser than the critical t-value of 1.96 at α = 0.05, df = 182. Therefore, the hypotheses involving the

Table 34

Relationship Between Pupil-Respondents' Performance in the NAT and Their Latest Periodic Rating in Mathematics

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.069	0.937	1.96	Not Significant/ Accept Ho
Grammar	0.108	1.463	1.96	Not Significant/ Accept Ho
Mathematics	0.012	0.165	1.96	Not Significant/ Accept Ho
Science	0.039	0.530	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.064	0.866	1.96	Not Significant/ Accept Ho
Grammar	0.044	0.595	1.96	Not Significant/ Accept Ho

relationship between pupils' periodic ratings and their NAT performance in the aforementioned learning areas were accepted. It meant that periodical rating in Math did not affect their NAT performance in the given learning areas. It did not mean that if their periodical rating was high, correspondingly their NAT performance would also be high.

Table 35 shows the relationship between the pupils' periodic rating in Science and their NAT performance in Science and their NAT performance in the given learning areas.

Table 35

Relationship Between Pupil-Respondents' Performance in the NAT and Their Latest Periodic Rating in Science

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.030	0.408	1.96	Not Significant/ Accept Ho
Grammar	0.152	2.080	1.96	Significant/ Reject Ho
Mathematics	0.010	0.136	1.96	Not Significant/ Accept Ho
Science	0.086	1.158	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.037	0.501	1.96	Not Significant/ Accept Ho
Grammar	0.003	0.036	1.96	Not Significant/ Accept Ho

The table revealed that pupils' periodical rating in Science correlated significantly with their NAT performance in English-Grammar as supported by

computed t-value of 2.080 which was numerically greater than the critical t-value of 1.96, $\alpha = 0.05$, df = 182. Therefore, the hypothesis involving the relationship of these two variables was rejected. It meant that the periodical rating in Science had affected in some ways the NAT performance of the pupils in English-Grammar. The researcher surmises that the content of the Grammar test in the NAT was on Science concepts which helped augment the pupils' performance in Science.

Still in Table 35, as the results of the correlational analyses performed between the pupils' periodic rating in Science and the rest of the given learning areas. It resulted to correlational coefficients of: 0.030 for English-RC; 0.010 for Math; 0.086 for Science; 0.037 for Filipino-RC, and 0.003 for Filipino-Grammar. The tests of significance applied on these values, yielded computed t-values of 0.408, 0.136, 1.158, 0.501 and 0.036, respectively. These values were obviously numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df - 182. Thus, the corresponding hypotheses were accepted. It meant that pupils' periodic rating in Science, had nothing to do with the pupils' NAT performance in the rest of the learning areas.

Table 36 has the data relative to the relationship between the pupils' periodi rating in Filipino and their NAT performance in English-RC, English-Grammar, Math, Science, Filipino-RC and Filipino-Grammar.

Between pupils' periodic rating in Filipino and their NAT performance in English-Grammar, the correlation coefficient posted at 0.165 denoting a

negligible correlation. However, when this was tested for its significance, the computed t-value was pegged at 2.250 which was numerically greater than the

Table 36

Relationship Between Pupil-Respondents' Performance in the NAT and Their Latest Periodic Rating in Filipino

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=182	Evaluation
English				
Reading Comprehension	0.088	1.195	1.96	Not Significant/ Accept Ho
Grammar	0.165	2.250	1.96	Significant/ Reject Ho
Mathematics	0.080	1.083	1.96	Not Significant/ Accept Ho
Science	0.015	0.197	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.056	0.759	1.96	Not Significant/ Accept Ho
Grammar	0.020	0.270	1.96	Not Significant/ Accept Ho

critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Thus, the corresponding hypothesis was rejected. It meant that pupil's periodical rating in Filipino correlated significantly with their NAT performance in English-Grammar. It is apparent that transfer of learning in Filipino is possible since there is similarity in grammatical structures in English and Filipino. They differ in the language but somehow there is similarity in some rules and grammar.

Between pupils' periodic rating in Filipino with their NAT performance in the rest of the learning areas, the correlation coefficients were: 0.088 for English-RC; 0.080 for Math; 0.015 for Science; 0.056 for Filipino-RC, and 0.020 for Filipino-Grammar denoting negligible correlation. The tests of significance applied on

these values, yielded computed t-values of 1.195, 1.083, 0.197, 0.759, and 0.270, respectively, which proved numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Therefore, the hypotheses involving the relationship between pupils' periodical rating in Filipino and the aforecited learning areas was accepted. It indicated that the Filipino periodic rating did not correlate significantly with the NAT performance in the said learning areas. It meant further that periodic rating in Filipino had nothing to do with the pupils' NAT performance in the above-named learning areas.

Relationship Between Pupils' NAT Performance and Teacher-Related Variates

The study also probed into the relationship between the pupils; NAT performance and some identified teacher-related variates such as age, educational background, teaching experience, performance rating, average monthly income, in-service trainings, attitude towards teaching, teaching competence and NAT strategies employed. The results of the correlational analyses are summarized in Tables 38-46.

Age. Table 37 depicts the relationship between the pupils' NAT performance in the six learning areas and the teachers' age. it is clear from the table that teachers' age correlated significantly with the pupils; NAT performance in English-RC with a r of -0.322; English-Grammar with a r of -0.335; Mathematics with -0.455; Science with -0.412; Filipino-RC with -0.326, and

Filipino-Grammar with a r of -0.298. when these values were tested for its significance using Fisher's t-test, the computed t-values were 2.763, 2.888, 4.151,

Table 37

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Age

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	-0.322	2.763	1.96	Significant/ Reject Ho
Grammar	-0.335	2.888	1.96	Significant/ Reject Ho
Mathematics	-0.455	4.151	1.96	Significant/ Reject Ho
Science	-0.412	3.673	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.326	2.801	1.96	Significant/ Reject Ho
Grammar	-0.298	2.536	1.96	Significant/ Reject Ho

3.673, 2.801, and 2.536, respectively, which proved numerically greater than the critical t-value of 1.96 at α = 0.05, df = 66. Therefore, the corresponding hypotheses involving the pupils' NAT performance in all six learning areas and teachers' age were rejected. It meant that teachers' age had done effect on the pupils' NAT performance and teachers' age was directly proportional. It meant further that the older the teacher, the more likely the higher is pupils' NAT performance in the six learning areas. Teachers as they grow older have honed their competency in teaching. They become knowledgeable in terms of content and strategies. These have positive effect on the pupils' learning.

Educational background. The relationship between pupils' NAT performance and teachers; educational background is summarized in Table 38.

Table 38

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Educational Background

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.388	3.420	1.96	Significant/ Reject Ho
Grammar	0.256	2.151	1.96	Significant/ Reject Ho
Mathematics	0.362	3.155	1.96	Significant/ Reject Ho
Science	0.258	2.169	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.255	2.142	1.96	Significant/ Reject Ho
Grammar	0.325	2.792	1.96	Significant/ Reject Ho

It is quite obvious that the teachers' educational background correlated significantly with the pupils' NAT performance in all the six learning areas as supported by the computed values of 3.420 for English-RC; 2.151 for English-Grammar; 3.155 for Math; 2.169 for Science; 2.142 for Filipino-RC, and 2.792 for Filipino-Grammar. All t-values were numerically greater than the critical t-value of 1.96 at α = 0.05, df = 66. Hence, the hypotheses involving the relationship between pupils' NAT performance in all learning areas and teachers' educational background affected the pupils' NAT performance in all learning areas. Since

the values were positive, it indicated that the relationship between the two sets of variables was directly proportional. It meant further that the higher the educational background of the teacher, the higher was the pupils' NAT performance.

Teaching experience. Table 39 has the data relative to the relationship between the pupils' NAT performance in the six learning areas and the teachers' teaching experience.

Table 39

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Teaching Experience

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	-0.299	2.546	1.96	Significant/ Reject Ho
Grammar	-0.322	2.763	1.96	Significant/ Reject Ho
Mathematics	-0.269	2.269	1.96	Significant/ Reject Ho
Science	-0.422	3.782	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.488	4.542	1.96	Significant/ Reject Ho
Grammar	-0.326	2.801	1.96	Significant/ Reject Ho

As can be seen from the table, teachers; teaching experience correlated significantly with the pupils' NAT performance in all six learning areas as evidenced by computed t-values of 2.546 for English-RC; 2.763 for English-Grammar; 2.269 for Math; 3.782 for Science; 4.542 for Filipino-RC, and 2.801 for

Filipino-Grammar, which were all numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Therefore, the hypotheses involving the relationship between pupils' NAT performance and teachers; reading experience were correspondingly rejected. It meant that teaching experience could affect pupils' NAT performance. With positive values, it denoted a directly proportional relationship. It indicated further that the more teaching experience a teacher had, the more likely that the effect of this was higher NAT performance of the pupils.

Performance rating. Table 40 shows the relationship between the pupils' NAT performance in the six learning areas and teachers' performance rating.

Table 40

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Performance Rating

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.049	0.395	1.96	Not Significant/ Accept Ho
Grammar	0.394	3.477	1.96	Significant/ Reject Ho
Mathematics	0.410	3.654	1.96	Significant/ Reject Ho
Science	0.431	3.885	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.430	3.866	1.96	Significant/ Reject Ho
Grammar	0.424	3.806	1.96	Significant/ Reject Ho

Between pupils' NAT performance in English-Grammar, Math, Science, Filipino-RC and Filipino-Grammar, the correlation coefficients posted at 0.049, 0.394, 0.410, 0.431, 0.430, and 0.424, respectively. Testing these values for its significance using Fisher's t, the computed t-values were 0.3477 for English-Grammar; 3.654 for Math; 3.885 for Science; 3.866 for English-Grammar; 3.806 for Filipino-Grammar which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 66$. Thus, the hypotheses involving the relationship between the pupils' NAT performance in aforesaid learning areas and teachers' performance rating were correspondingly rejected. It meant that teachers' performance rating correlated significantly with pupils' NAT performance in the above-named learning areas. With the t-values being positive, the relationship between the two sets of variables was directly proportional. It indicated that the higher was the performance rating of the teachers, the higher was the pupils' NAT performance in the given learning areas.

While the correlation between the pupils' NAT performance in English-RC and teachers' performance rating resulted in a computed r of 0.049 denoting negligible correlation. Testing the significance of this value using Fisher's t-test, the computed t-value was pegged at 0.395 which was numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 66$. Therefore, the hypothesis involving the relationship between the two variables was correspondingly accepted. It meant that NAT performance in English-RC did not correlate significantly with teachers' performance rating.

Average monthly income. Table 41 presents the results of the correlational analyses done between pupils' NAT performance in the six learning areas and teachers' average monthly income.

Table 41

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Average Monthly Income

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	-0.333	2.869	1.96	Significant/ Reject Ho
Grammar	-0.411	3.663	1.96	Significant/ Reject Ho
Mathematics	-0.299	2.546	1.96	Significant/ Reject Ho
Science	-0.239	2.000	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.522	4.972	1.96	Significant/ Reject Ho
Grammar	-0.623	6.470	1.96	Significant/ Reject Ho

As can be gleaned from the table, pupils' NAT performance in all six learning areas correlated significantly with teachers; average monthly income. The correlation resulted in the following computed r's: -0.333 for English-RC; -0.411 for English-Grammar; 0.299 for Math; -0.239 for Science; -0.522 for Filipino-RC, and -0.623 for Filipino-Grammar. When these values were tested for its significance using Fisher's t-test, the computed t-values posted at: 2.869, 3.663, 2.546, 2.000, 4.972, and 6.470, respectively, which were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Thus, the hypotheses involving the relationship between teachers' average monthly income and pupils' NAT

performance in all learning areas were rejected. It meant that income affected the pupils' NAT performance. With positive values, the relationship between the two variables was directly proportional. It meant further that the higher was the monthly income of the teacher, the more likely that the NAT performance of the pupils would be higher. Teachers with high performance rating are predictive of their teaching competence; hence, pupils benefit from this competence towards inspiring their performance in NAT.

In-service trainings attended. Table 42 showcases the relationship between pupils' NAT performance in the six learning areas and teachers' in-service trainings attended.

Table 42

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' In-Service Training Attended

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.211	1.754	1.96	Not Significant/ Accept Ho
Grammar	0.189	1.564	1.96	Not Significant/ Accept Ho
Mathematics	0.200	1.658	1.96	Not Significant/ Accept Ho
Science	0.311	2.658	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.200	1.658	1.96	Not Significant/ Accept Ho
Grammar	0.199	1.650	1.96	Not Significant/ Accept Ho

In correlating pupils' NAT performance in Science and the teachers' in-service trainings attended, the correlation coefficient was 0.311 which when tested for its significance resulted in computed t-value of 2.658 which was numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 66$. Therefore, the hypothesis involving the relationship between the pupils' NAT performance in Science and the teachers' in-service trainings attended was rejected. It meant that in-service trainings attended by teachers had something to do with pupils' NAT performance in Science. The t-value being positive indicated that the relationship between the two variables was directly proportional. Meaning, the more in-service trainings were attended by teachers (particularly along Science), the higher was the pupils' NAT performance in Science.

Between teachers' in-service training attended and pupils' NAT performance in the remaining five learning areas, the resulting correlation coefficients were: 0.211 for English-RC; 0.189 for English-Grammar; 0.200 for Math; 0.200 for Filipino-RC, and 0.199 for Filipino-Grammar. The tests of significance applied on these values resulted in computed t-values of: 1.754, 1.564, 1.658, 1.658, and 1.650, respectively, which were numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 66$. This gave evidence to accept the hypotheses involving the relationship between in-service trainings attended by teachers and pupils' NAT performance. It meant that the in-service trainings attended by teachers did not affect the pupils' NAT performance.

Attitude towards teaching. The results of the correlational analyses done between pupils' NAT performance and the teachers' attitude towards teaching are depicted in Table 43.

In correlating pupils' NAT performance in Science and Filipino-RC and

Table 43

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Attitude Towards Teaching

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.164	1.349	1.96	Not Significant/ Accept Ho
Grammar	0.190	1.573	1.96	Not Significant/ Accept Ho
Mathematics	0.208	1.728	1.96	Not Significant/ Accept Ho
Science	0.239	2.000	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.244	2.044	1.96	Significant/ Reject Ho
Grammar	0.231	1.929	1.96	Not Significant/ Accept Ho

teachers' attitude towards teaching, the computed r's were: 0.239 and 0.244, respectively. The tests of significance applied on these values resulted in computed t-values of 2.000 for Science and 2.044 for Filipino-RC which proved greater than the critical t-value of 1.96 at α = 0.05, df = 66. Therefore, the hypotheses involving the relationships between these variable were correspondingly rejected. It meant teachers' attitude toward teaching affected the pupils' NAT performance in Science and Filipino-RC. The t-values being

positive denoted that the relationship between the variables being positive denoted that the relationship between the variables was directly proportional. It meant further that the more favorable is the teachers' attitude towards teaching, the more likely, that NAT performance would be higher. Teachers with favorable attitude towards teaching usually do then work conscientiously and enthusiastically resulting in maximum performance among pupils.

Teachers' attitude towards teaching did not correlate significantly with pupils' NAT performance in English-RC, English-Grammar, Math and Filipino-Grammar as shown by the computed t-values of 1.349, 1.573, 1.728, and 1.929, respectively, which were all numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Hence, the hypotheses involving the relationship between these two variables were accepted. It meant that teachers' attitude had nothing to do with pupils' NAT performance in the aforecited learning areas.

Teaching competence. Table 44 reflects the relationship between pupils' NAT performance in sic learning areas and teachers' teaching competence.

It appears on the table that teachers' teaching competence correlated significantly with pupils' NAT performance in the six learning areas as considered by the computed t-values of 7.023 for English-RC; 3.026 for English-Grammar; 2.859 for Math; 2.649 for Science; 2.668 for Filipino-RC, and 2.715 for Filipino-Grammar which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. This signaled the rejection of the corresponding hypotheses involving the relationship between the teachers' teaching

competence and pupils' NAT performance in all six learning areas. It meant that teaching competence cause higher NAT performance in the given learning areas. The t-values being positive denoted that the relationship between the variables was directly proportional. It meant further that the higher the teaching competence of a teacher; the higher was the pupils' NAT performance.

Table 44

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' Teaching Competence

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.654	7.023	1.96	Significant/ Reject Ho
Grammar	0.349	3.026	1.96	Significant/ Reject Ho
Mathematics	0.332	2.859	1.96	Significant/ Reject Ho
Science	0.310	2.649	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.312	2.668	1.96	Significant/ Reject Ho
Grammar	0.317	2.715	1.96	Significant/ Reject Ho

NAT strategies employed. The relationship between the pupils' NAT performance in the six learning areas and the NAT strategies employed by the teachers was also determined. The results of the correlational analyses are summarized in Table 45.

As gleaned from the table, all six learning areas correlated significantly with the NAT strategies utilized by teachers as supported by the computed t-values of 4.163 for English-RC; 3.969 for English-Grammar; 2.035 for Math; 2.564 for Science; 1.982 for Filipino-RC, and 2.287 for Filipino-Grammar. These were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Thus, the

Table 45

Relationship Between Pupil-Respondents' Performance in the NAT and Their Teachers' NAT Strategies Employed

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=66	Evaluation
English				
Reading Comprehension	0.456	4.163	1.96	Significant/ Reject Ho
Grammar	0.439	3.969	1.96	Significant/ Reject Ho
Mathematics	0.243	2.035	1.96	Significant/ Reject Ho
Science	0.301	2.564	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.237	1.982	1.96	Significant/ Reject Ho
Grammar	0.271	2.287	1.96	Significant/ Reject Ho

corresponding hypotheses involving the relationship between the NAT strategies used by teachers and pupils' NAT performance in the above-named learning areas were rejected. It meant that NAT strategies affected the pupils' NAT performance. With the t-value being positive denoted that the relationship

between the concerned variables was directly proportional. Meaning, the more NAT strategies were employed by the teachers, the more likely, the pupils' NAT performance would improve.

Relationship Between the Pupils' NAT Performance and Parent-Related Variates

Tables 46-51 summarized the results of the correlational analyses done between pupils' NAT performance along the identified learning areas and the parent-related variates such as: age, sex, educational attainment, occupation, average family income and attitude towards education.

Age. Specifically, Table 46 discloses the correlational analyses performed between pupils' NAT performance along the six learning areas and parents' age.

Table 46

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Age

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	-0.076	1.086	1.96	Not Significant/ Accept Ho
Grammar	-0.005	0.069	1.96	Not Significant/ Accept Ho
Mathematics	0.004	0.057	1.96	Not Significant/ Accept Ho
Science	-0.055	0.781	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	-0.001	0.009	1.96	Not Significant/ Accept Ho
Grammar	-0.173	2.494	1.96	Significant/ Reject Ho

Between parents' age and pupils' NAT performance in Filipino-Grammar, the correlation coefficient posted at -0.173 denoting negligible correlation. When tested for its significance using Fisher's t the computed t-value was pegged at 2.494 which proved numerically greater than the critical t-value of 1.96 at α = 0.05, df = 202. Therefore, the hypothesis involving the relationship between the two variables was correspondingly rejected. It meant that parents' age correlated significantly with Filipino-Grammar. With a positive t-value, the relationship between the two variables was directly proportional. It meant further that the older the parent, the higher was the NAT performance of the pupils in Filipino-Grammar. Older parents are more or less systematic in assisting their children in their studies. It is likely that parents are well-versed with Filipino as their assistance reflected in a high NAT performance in the subject.

The correlation between parents' age and the pupils' NAT performance in English-RC, Engish-Grammar, Math, Science, and Filipino-RC registered correlation coefficients of -0.076, -0.005, 0.004, -0.055, and -0.001, respectively. When these were tested for its significance, the computed t-values resulted in 1.086 for English-RC; 0.069 for English-Grammar; 0.057 for Math; 0.781 for Science and -0.009 f Filipino-RC which were all numerically lesser than the critical value of 1.96 at α = 0.05, df = 202. This gave evidence to accept the hypotheses involving the relationship between parents' age and the aforesaid learning areas.

Sex. Table 47 contains the summarized results of the correlation between parents' sex and the pupils' NAT performance along the given learning areas.

Table 47

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Sex

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	0.100	1.426	1.96	Not Significant/ Accept Ho
Grammar	0.125	1.788	1.96	Not Significant/ Accept Ho
Mathematics	0.077	1.100	1.96	Not Significant/ Accept Ho
Science	0.031	0.435	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.116	1.660	1.96	Not Significant/ Accept Ho
Grammar	0.116	1.653	1.96	Not Significant/ Accept Ho

It is quite obvious that parents' age did not correlate significantly with pupils' NAT performance in all six learning areas as shown by the corresponding computed t-values, which were: 1.426 for English-RC; 1.788 for English-Grammar; 1.100 for Math; 0.435 for Science; 1.660 for Filipino-RC, and 1.653 for Filipino-Grammar. These values were numerically lesser than the critical t-value of 1.9 at α = 0.05, df = 202. Thus, the hypotheses involving the relationship of parents' age are the NAT learning areas were accepted. Parents' age did not matter in the pupils' NAT performance.

Educational attainment. Parents' educational attainment was correlated with pupils' NAT performance in the six learning areas, the results of which is summarized in Table 48.

Table 48

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Educational Attainment

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	0.079	1.130	1.96	Not Significant/ Accept Ho
Grammar	0.085	1.214	1.96	Not Significant/ Accept Ho
Mathematics	0.011	0.152	1.96	Not Significant/ Accept Ho
Science	0.091	1.302	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.118	1.692	1.96	Not Significant/ Accept Ho
Grammar	0.084	1.191	1.96	Not Significant/ Accept Ho

As can be gleaned from the table, it is obvious that parents' educational attainment did not correlate significantly with all learning as evidenced by their correlation coefficients and results of the tests of significance. The computed t-values were: 1.130 for English-RC; 1.214 for English-Grammar; 0.152 for Math; 1.302 for Science; 1.692 for Filipino-RC, and 1.191 for Filipino-Grammar which were numerically lesser than the critical t-value of 1.96 at α = 0.05, df = 202. Hence, the hypotheses involving the relationship between these variables were

accepted. It meant that parents' educational attainment had nothing to do with pupils' NAT performance in the six learning areas.

Occupation. The relationship between parents' occupation and pupils' NAT performance in the six learning areas is found in Table 49. It resulted in significant relationship between it and English-Grammar, Math, Science,

Table 49

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Occupation

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	0.114	1.629	1.96	Not Significant/ Accept Ho
Grammar	0.177	2.560	1.96	Significant/ Reject Ho
Mathematics	0.197	2.855	1.96	Significant/ Reject Ho
Science	0.219	3.196	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	0.160	2.311	1.96	Significant/ Reject Ho
Grammar	0.149	2.146	1.96	Significant/ Reject Ho

Filipino-RC, and Filipino-Grammar with correlation coefficients of 0.179, 0.197, 0.219, 0.160, and 0.149, respectively. When tested for its significance using Fisher's t-test, the computed t-values resulted in the following: 2.560 for English-Grammar; 2.855 for Math; 3.196 for Science; 2.311 for Filipino-RC, and 2.146 for Filipino-Grammar which were all greater than the critical t-value of 1.96 at α =

0.05, df = 202. Thus, the corresponding hypotheses were rejected. It meant that parents' occupation correlated significantly with the above-named learning areas. It affected pupils' NAT performance. The t-values being positive denoted that the type of relationship that existed between them was directly proportional. It meant that the more parents were engaged in an occupation the more likely, it resulted in higher NAT performance.

The relationship between parents' occupation and pupils' NAT performance in English-RC registered a computed r of 0.114. The test of significance using Fisher's t-test resulted in a computed t-value of 1.629 which proved lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Thus, the corresponding hypothesis was accepted; meaning that parents' occupation did not affect pupils' NAT performance along English-RC.

Average family income. Table 50 depicts the results of the correlational analysis between parents' average family income and pupils' NAT performance along the six learning areas.

Based on the table, parents' average family income and pupils' NAT performance in English-Grammar, Math, Science and Filipino-Grammar correlated significantly. The tests of significance done on the correlation coefficients yielded computed t-values of 2.123 for English-Grammar; 3.007 for Math; 3.143 for Science, and 2.822 for Filipino-Grammar which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. This led to the rejection of the hypotheses involving the relationship between parents' average family

income and the pupils' NAT performance in the four identified learning areas. It

Table 50

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Average Family Income

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	-0.100	1.421	1.96	Not Significant/ Accept Ho
Grammar	-0.148	2.123	1.96	Significant/ Reject Ho
Mathematics	-0.207	3.007	1.96	Significant/ Reject Ho
Science	-0.216	3.143	1.96	Significant/ Reject Ho
Filipino				
Reading Comprehension	-0.135	1.930	1.96	Not Significant/ Accept Ho
Grammar	-0.195	2.822	1.96	Significant/ Reject Ho

indicated that average family income affected the pupils' NAT performance. The t-values being positive denoted that the relationship between these variable was directly proportional. It meant that the higher was the family income, the higher was the NAT performance in the four learning areas.

Between parents' average family income and pupils' NAT performance in English-RC and Filipino-RC, the correlations coefficients were -0.100 and -0.135, respectively. Testing the values for its significance, the computed t-values were 1.421 for English-RC and 1.930 for Filipino-RC, which were lesser than the critical t-value of 1.96 at α = 0.05, df = 202. Thus, the corresponding hypotheses were

accepted. It can be said that family income had nothing to do with the pupils' NAT performance in RC in English and Filipino.

Attitude towards education. Table 51 shows the data on the correlation done between parents' attitude towards education and pupils' NAT performance in the six learning areas.

Table 51

Relationship Between Pupil-Respondents' Performance in the NAT and The Parent-Respondents' Attitude Towards Education

Learning Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=202	Evaluation
English				
Reading Comprehension	0.098	1.404	1.96	Not Significant/ Accept Ho
Grammar	0.057	0.812	1.96	Not Significant/ Accept Ho
Mathematics	0.046	0.649	1.96	Not Significant/ Accept Ho
Science	0.027	0.385	1.96	Not Significant/ Accept Ho
Filipino				
Reading Comprehension	0.010	0.139	1.96	Not Significant/ Accept Ho
Grammar	0.032	0.451	1.96	Not Significant/ Accept Ho

As depicted in the table, parents' attitude did not correlated significantly with pupils' NAT performance in all six learning areas as supported by the computed t-values of 1.404 for English-RC; 0.812 for English-Grammar; 0.649 for Math; 0.385 for Science; 0.139 for Filipino-RC, and 0.451 for Filipino-Grammar which proved numerically lesser than the critical t-value of 1.96 at α = 0.05, df =

202. Hence, the hypotheses involving the relationship between the two variables were correspondingly accepted. It indicated that parents' attitude towards education did not affect the pupils' NAT performance in all learning areas.

Problems Experienced by Grade III Pupils in Relation to NAT Preparation

The study explored the problems experienced by grade III pupils relative to NAT preparation and the extent to which these were felt based on the perceptions of the pupil-, teacher-, and parent-respondents. Table 52 summarizes the perceptions of the three categories of respondents.

The pupil-respondents considered problem 8, "got easily tired shading the circles of the answer" as their top rank with a mean of 2.57 equivalent to "moderately felt. The remaining nine indicators were "slightly felt" with weighted means ranging from 2.10 to 2.46. The problems with highest means were: problem 9, "no observance of correctness and neatness in their work" with a mean of 2.46; problem 1, "inattentive while review classes are going on" with 2.44, and problem 3, "lack of interest to pass by just guessing the answer" with 2.25. The problem with the least mean was problem 7, "irregular in attendance" with a mean of 2.10. The pupils considered the given problems as slightly felt" with a grand mean of 2.28.

Among the teacher-respondents, nine problems were assessed as "moderately felt" with weighted means ranging from 2.64 to 3.27. Of these, the

Table 52

Problems Experienced by Grade III Pupils in Relation to NAT Preparations as Perceived by the Pupils,Their Teachers and Parents

Problems	Respondents' Category						Combined Mean/ Interpretation	
	Pupils		Teachers		Parents			
	$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation	$\bar{X}_w$	Interpretation		
Inattentive while review classes are going on.	2.44	SF	3.27	MF	2.20	SF	2.64	OD
Dependent with the answers of others.	2.16	SF	3.09	MF	1.93	SF	2.39	SF
Lack of interest to pass by just guessing the answer	2.25	SF	3.00	MF	1.95	SF	2.40	SF
Inability to read well and comprehend	2.24	SF	2.91	MF	1.88	SF	2.34	SF
Cannot follow instructions.	2.23	SF	3.00	MF	2.04	SF	2.42	SF
Negative attitude towards the test.	2.16	SF	2.64	MF	1.88	SF	2.23	SF
Irregular in attendance	2.10	SF	2.45	SF	1.86	SF	2.14	SF
Got easily tired in shading the circles of the answer.	2.57	MF	2.82	MF	2.15	SF	2.51	MF
No observance of correctness and neatness in their work.	2.46	SF	2.91	MF	2.16	SF	2.51	MF
Unsupportive parents.	2.23	SF	2.90	MF	1.65	SF	2.26	SF
Total	22.84	-	28.99	-	19.69	-	23.84	-
Grand Mean	2.28	SF	2.90	MF	1.97	SF	2.38	SF

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Higly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (NF)

top three were" problem 1 "inattentive while review classes are going on" with a mean of 3.27; problem 3, "lack of interest to pass by just guessing the answer" and problem 5, "cannot follow directions" both obtaining a mean of 3.00. The one problem which was "slightly felt" was problem 7, "irregular in attendance" with a mean of 2.45. As a whole, the teacher-respondents considered the problems as "moderately felt" with a grand mean of 2.90.

The parent-respondents rated all problems as "slightly felt" weighted means ranging from 1.65-2.20. The top three were: problem 1"inattentive while review classes are going on" with a mean of 2.20; problem 9, "no observance of correctness and neatness in their work" with 2.16, and problem 8, "gets easily tired in shading the circles of the answer" with 2.15. The problem with lowest mean was problem 10, "unsupportive parents" with a mean of 1.65. As a whole, the parents gave it a grand mean of 1.98 or "slightly felt".

Taken the problems as a whole based on the perceptions of the three groups of respondents, these problems were considered "moderately felt". These were: problem 1, "inattentive while review classes are going on" with combined mean of 2.64; problem 8, "get easily tired in shading the circles of the answer"; and problem 9, "no observance of correctness and neatness in their work", both problems getting a mean of 2.51. The remaining seven problems were assessed as "slightly felt". The least considered problem was "irregular in attendance" with a mean of 2.14. As a whole, the three groups of respondents

considered the given problem as "slightly felt" by them as evidenced by the combined grand mean of 2.38.

Comparison of Perceptions of Respondents on the Problems Encountered by Pupils Relative to NAT Preparation

Table 53 summarizes the comparative analysis done on the perceptions of the pupils, teachers, and parents on problems encountered by pupils relative to NAT preparation.

Table 53

Comparison of the Perceptions of the Pupils, Teachers and Parents on Problems Encountered by Pupils Relative to NAT Preparations

SUMMARY

Respondents	n	Sum	Mean/Interpretation		Variance
Pupils	10	22.84	2.28	SF	0.023
Teachers	10	28.99	2.90	MF	0.052
Parents	10	19.69	1.97	SF	0.029

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	4.47	2	2.24	64.32	5.4E-11	3.354	Reject Ho
Within Groups	0.94	27	0.03	-	-	-	
Total	5.41	29	-	-	-	-	-

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Higly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not Felt (NF)

It can be noted that the pupils had a grand mean of 2.28 ($\bar{x}_1$); teacher had 2.90 ($\bar{x}_2$), and parents got 1.97 ($\bar{x}_3$). It resulted in the following mean differences $\bar{x}_1$ vs $\bar{x}_2$ = 0.62; $\bar{x}_1$ vs $\bar{x}_3$ = 0.31; and $\bar{x}_2$ vs $\bar{x}_3$ = 93. To test the significance of these observed differences, analysis of variance (ANOVA) was applied, resulting in a computed F-value of 64.32 which was numerically greater than the critical F-value of 3.354 at 0.05 level of significance with df = 2 and 27. This signaled the rejection of the hypothesis which stated that "there are no significant differences among the perceptions of the three groups of respondents relative to the problems encountered by pupils in NAT preparation." It meant that observations of the respondents differed significantly from each other. With a significant F-value, a posteriori test using the Scheffe's test was employed to determine specifically which of the three pairs of means varied from each other.

Table 54 shows the results of the posteriori test. It resulted that the computed F'-value for pupils and teachers posted at 55.389 which, by inspection, was numerically greater than the critical F'-value of 6.708 at α = 0.05, df = 2. Thus, the corresponding hypothesis was rejected. It meant that the problems viewed by pupils were not similar to how their teachers perceived it.

The posteriori test between the pupils' and parents' perceptions revealed a computed F'-value of 13.847 which was also numerically greater than the critical F'-value of 6.708 at 0.05 level of significance with df = 2. This indicated that the mean difference of 0.31 was significant; hence, the corresponding hypothesis was

rejected. It meant pupils and parents did not have similar perceptions as to the extent to which they felt the given problems. This can be attributed to the fact that parents are not always with their pupils' during their NAT preparations.

Table 54

Posteriori Test in Comparing the Perceptions of the Pupils, Teachers and Parents on the Problems Experienced by Pupils in Relation to NAT Preparations

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Pupils and Teachers	0.62	55.389	6.708	Significant/Reject Ho
Pupils and Parents	0.31	13.847	6.708	Significant/Reject Ho
Teachers and Parents	0.93	124.625	6.708	Significant/Reject Ho

Between the teachers' and parents' perceptions, the posteriori test yielded a computed F'-value of 124.625 which was numerically greater than the critical F'-value of 6.708 at $\alpha = 0.05$, df = 2. This led to the rejection of the hypothesis which stated that "there is no significant difference between the perceptions between teachers and parents relative to the problems encountered by pupils in NAT preparation." It again meant that teachers perceived the problems differently from parents. This is because teachers are in direct contact with pupils on their NAT perception and so they are more aware of the problems than the parents who are most often at home.

Teachers are the most influential factor to pupils' NAT performance for their varied intervention strategies being employed to pupils in order to meet the mastery level or even higher than the expected outcomes such as; having a

review which is integrated in the daily lessons, master the least learned skills, integrate reading to all NAT learning areas, and to have access with the LGU and other stakeholders for the support needed and other materials in preparation and for the success of the NAT.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, the conclusions derived from the findings and the corresponding appropriate recommendations.

Summary of Findings

Hereunder were the salient findings of the study:

1. The pupil-respondents had an average age of 10.04 years with a SD of 1.15 years.

2. There was an almost equal number of boys and girls involved in the study accounting for 109 boys or 50.46 percent and 107 girls of 49.64 percent.

3. The average height of the pupils-respondents was 127.13 centimeters with a SD o f9.05 centimeters.

4. The average weight of the pupil-respondents posted at 26.60 kilograms with a SD of 4.71 kilograms.

5. As to ordinal position in the family, 45 pupils or 20.83 percent were born second in the family; 43 or 19.91 percent were first-born; 35 or 16.20 percent were born third in the family; 24 or 11.11 percent were fourth, and 20 or 9.26 percent were 10^{th} in the family.

6. The interest profile of the pupil-respondents in reading was assessed with a grand mean of 4.286 indicating that the pupil-respondents

"frequently read": a) test directions before answer their tests; b) books issued by their teachers; c) signboards in school.

7. In terms of ability to comprehend in Filipino, majority of the pupil-respondents or 204 pupils (94.44 percent) could read and understand. There were no non-readers in Filipino.

8. Along English, majority of the pupil-respondents or 170 pupils (78.70 percent) could read but could not understand, followed by 37 pupils or 17.13 percent who could read and understand what they read. There were three or 1.39 percent who could not read.

9. As to their attitude towards schooling, the respondents posted a good mean of 4.576 equivalent to "strongly agree", indicating a highly favorable attitude towards schooling.

10. In terms of latest periodical ratings obtained by the pupil-respondents, the following were their average ratings: 82.64 for English; 82.11 for Math; 82.64 for Science, and 83.79 for Filipino.

11. The teacher-respondents had a mean age of 46.17 years with a SD of 10.84 years; the oldest among them was 61 years old and the youngest teachers were 32 years old.

12. As to sex distribution, all teacher-respondents were female, numbering 13 or 100 percent.

13. Majority of the teacher-respondents, 11 teachers or 84.62 percent were married; one or 7.69 percent was separated; another one was a widow. No teacher was single.

14. As to the teachers' educational background, 11 or 84.62 percent had MA/MS units; only two teachers or 15.38 percent had bachelor's degree.

15. The average teaching experience of the respondent was pegged at 17.6 years with a SD of 11.72 years.

16. All teachers involved in the study had very satisfactory rating.

17. The average monthly income of the respondents was pegged at PhP21,701.60 with a SD of PhP9,023.25. The highest income registered at PhP38,166.00; while, the lowest income posted at PhP3,000.00

18. In the case of in-service trainings attended by teachers, the average number of trainings attended at the national and regional levels was zero; at the division and district levels, the average trainings was eight and 51 days, respectively. About 50 percent of the teachers had not attended any training.

19. The attitude profile of teachers towards their work registered a grand mean of 4.5083 or "strongly agree" indicating a very favorable attitude.

20. As to teaching competence, the teacher-respondents obtained a grand mean of 4.2667 indicating "high competence".

21. The teachers employed the following NAT strategies: a) using review exercises; b) self-review; c) tutorial remedial sessions; d) simulated sessions; e) Saturday review.

22. The parent-respondents posted a mean age of 41.20 years with a SD of 8.33 years. The male parents registered an average age of 42.87 years while the female parents had an average age of 40.65 years.

23. As to sex distribution, there were more female parents totaling 162 or 79.41 percent, than the male parents which numbered 54 or 26.47 percent.

24. As to educational attainment, 49 parents or 22.69 percent clustered around high school level; 37 or 17.16 percent were in the elementary level; 36 or 16.67 percent were college level, and 28 or 12.96 percent were college graduates. No one among the parents was unschooled.

25. More than half of the parent-respondents were farmers, accounting for 114 or 52.78 percent; 35 or 16.2 percent managed a sari-sari store, and the rest in the other given occupations.

26. The average family income of the parent-respondents was pegged at PhP6,468.32 with a SD of PhP8,613.01. Notable were six parents or 2.78 percent were earning more than PhP34,000.00 a month; while 12 parents or 5.56 percent were earning an average monthly of PhP1,000.00 and below.

27. The attitude profile of the parents towards education resulted in a grand mean of 4.6542 equivalent to "strongly agree", indicating a very favorable attitude towards education.

28. The mean MPS of English-reading comprehension was 91.77 with a SD of 10.59 in the NAT.

29. This mean MPS in Filipino-reading comprehension was 89.63 with a SD of 8.09; while the mean MPS in Filipino-grammar was pegged at 86.52 with a SD of 8.10 in the NAT.

30. In Science, the average MPS posted at 86.93 with a SD of 5.41 in the NAT.

31. Along, Mathematics, the average MPS was 93.06 with a SD of 6.86 in the NAT.

32. The comparative analysis of the pupils' NAT performance in English-RC, English-Grammar, Science, Math, Filipino-RC and Filipino-Grammar resulted in 15 mean differences. When these were tested for their significance using ANOVA, the computed F-value posted at 1.41 which was numerically lesser than the critical F-value of 2.3538 at $\alpha = 0.05$, df = 5 and 66. Therefore, the hypothesis which stated that "there are significant differences among the among the NAT performances of grade III pupils in the given learning areas were accepted.

33. In correlating pupils' age and their NAT performance in English-RC and Filipino-RC, the correlation coefficients were0.184 and 0.224, respectively. When Fisher's t was applied to test their significance, the computed t-values were: 2.525 for English-RC and 3.098 for Filipino-RC, both values were greater than the critical t-value of 1.96 at $\alpha = 0.05$; df = 182. This led to the rejection of the hypotheses involving the relationship between pupils' age and their NAT performance in the two learning areas.

34. Between pupils' age and their NAT performance in English-Grammar, Filipino-Grammar, Math, and Science, the computed r's were: 0.060, 0.105, 0.051, and 0.102, respectively. Using Fisher's t to test their significance, the computed t-values were: 0.805 for English-Grammar; 1.418 for Filipino-Grammar; 0.686 for Math, and 1.389 for Science, which were all numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Thus, the hypotheses involving the relationship between pupils' age and their NAT performance in the above-named learning areas were accepted.

35. The correlational analysis made between pupils' sex and their NAT performance in all learning areas yielded the following correlation coefficients: English-RC, 0.039; English-Grammar, 0.052; Math, 0.063; Science, 0.049; Filipino-RC, 0.016, and Filipino-Grammar, 0.001. When tested for its significance using Fisher's t, the computed t-values were: 0.522, 0.701, 0.846, 0.659, 0.220 and 0.011, respectively, which were all numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Hence, the hypotheses involving the relationship between the two sets of variables were correspondingly accepted.

36. In correlating pupils' height and their NAT performance in English-Grammar, Science and Filipino-RC, the resulting correlation coefficients were: -0.246; -0.197, and -0.205, respectively. The tests of significance done on these values yielded computed t-values of: 3.421 for English-Grammar; 2.711 for Science, and 2.821 for Filipino-RC which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This gave evidence to reject the

hypotheses involving the relationship between pupils; height and their NAT performance in the aforesaid learning areas.

37. Between pupils' height and their NAT performance in English-RC, Math and Filipino-Grammar, the correlation coefficients were: -0.132, 0.135, and -0.110, respectively. Testing its significance using Fisher's t, the computed t-values resulted to: 1.792 for English-RC; 1.838 for Math, and 1.496 for Filipino-Grammar which were numerically lesser than the critical t-value of 1.96 at α = 0.05, df = 182. It signaled the acceptance of the corresponding hypotheses.

38. Correlating pupils' weight and their NAT performance in English-Grammar, Math, Science, and Filipino-Grammar, the computed r's were: -0.189; -0.317; -0.222, and -0.270, respectively. When tested for its significance using Fisher's t, the computed t-values were: 2.595 for English-Grammar; -4.504 for Math; -3.605 for Science, and -3.778 for Filipino-Grammar, which proved numerically greater than the critical t-value of 1.96 at α = 0.05, df = 182. Therefore, the hypotheses involving the relationship between pupils; weight and their NAT performance in the aforecited learning areas were rejected. Their relationship, however, was inversely proportional.

39. Between pupils' weight and their NAT performance in English-RC and Filipino-RC, the correlation coefficients posted at -0.134 and -0.130, respectively. The tests of significance resulted in computed t-values of -1.817 for English-RC and -1.773 for Filipino-RC which were numerically lesser than the critical t-value of 1.96 at α = 0.05, df = 182. Hence, the hypotheses involving the

relationship between pupils' weight and their NAT performance in the aforementioned learning areas were accepted,

40. Between pupils' ordinal position in the family and their NAT performance in Filipino-RC, the correlational analyses revealed a computed r of 0.187. When tested for its significance, the computed t-value of 1.96 at $\alpha = 0.05$, df = 182. Therefore, the corresponding hypothesis was rejected.

41. The correlational analysis performed between pupils' ordinal position and their NAT performance in English-RC, English-Grammar, Math, Science, and Filipino-Grammar resulted to the following r's: 0.107, 0.012, 0.133, 0.049, and 0.111, respectively. When these values were tested for its significance, the computed t-values posted at: 1.450 for English-RC; 0.167 for English-Grammar; 1.809 for Math; 0.667 for Science, and 1.507 for Filipino-Grammar which all proved lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Hence, the hypotheses involving pupils' ordinal position and their NAT performance in the aforesaid learning areas were accepted.

42. In correlating pupils' interest in reading and their NAT performance in Filipino-RC, the computed r posted at 0.173. The test of significance yielded a computed t-value of 2.375 which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Hence, the hypothesis involving the relationship between pupils' interest in reading and their NAT performance in Filipino-RC was rejected.

43. Between pupils' interest in reading and their NAT perofmrance in English-RC, English-Grammar, Math, Science and Filipino-Grammar, the correlation coefficients were pegged at 0.030, 0.105, 0.090, 0.068 and 0.021, respectively. When these values were tested for its significance using Fisher's t, the computed t-values posted at: 0.401 for English-RC; 1.429 for English-Grammar; 1.223 for Math; 0.926 for Science, and 0.286 for Filipino-Grammar which were lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Thus, the corresponding hypotheses were accepted.

44. The correlational analyses performed between pupils' ability to comprehend and their NAT performance in the six learning areas yielded correlation coefficients of 0.230 for English-RC; 0.156 for English-Grammar; 0.172 for Math; 0.209 for Science: 0.360 for Filipino-RC, and 0.201 for Filipino-Grammar. Testing its significance using Fisher's t, the computed t-values were: 3.185, 2.137, 2.362, 2.886, 4.246, and 2.765, respectively, which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This signaled the rejection of the hypotheses involving the relationship between pupils; ability to comprehend and their NAT performance in all given learning areas.

50. Pupils' attitude towards schooling correlated significantly with their NAT performance in English-RC, English-Grammar, and Science as evidenced by the computed t-values of 2.980, 3.757, and 3.931, respectively. Said values were all greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182.

Therefore, the hypothesis involving the relationship between the two sets of variates were rejected.

51. Pupils' attitude towards schooling did not correlate significantly with their NAT performance in Math, Filipino-RC and Filipino-Grammar as proven by the computed t-values of 1.823, 1.702, and 0.439, respectively, which were numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This led to the acceptance of the corresponding hypotheses involving the relationship between pupils' attitude towards schooling and their NAT performance in the abovecited learning areas.

52. Pupils' periodic rating in English correlated significantly with pupils; NAT performance in English-Grammar as supported by the computed t-value of 2.748 which was numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. It indicated the rejection of the hypothesis involving the relationship between these two variables.

53. Pupils' periodic rating in English did not correlate significantly with English-RC, Math, Science, Filipino-RC and Filipino-Grammar as confirmed by the computed t-values of: 1.342, 1.621, 1.088, 0.428, and 0.436, respectively, which proved numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. This gave evidence to accept the hypotheses involving the relationship between the two sets of variables.

54. The correlational analyses done between the pupils' periodic rating in Math and their NAT performance in all six learning areas resulted in the

following correlation coefficients: 0.069 for English-RC, 0.108 for English-Grammar; 0.012 for Math; 0.039 for Science; 0.084 for Filipino-RC, and 0.044 for Filipino-Grammar. The tests of significance on these values yielded computed t-values of 0.937, 1.463, 0.530, 0.866 and 0.595, respectively, which proved numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Therefore, the hypotheses involving the relationship between these two sets of variables were accepted.

55. In correlating pupils' periodic rating in Science and their NAT performance in English-Grammar, the resulting r was 0.152. When this was tested for its significance, the computed t-value posted at 2.080 which was numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Therefore, the hypothesis involving the relationship between these two variables was rejected.

56. The results of the correlational analyses performed between the pupils' periodic rating in Science and their NAT performance in English-RC, Math, Science, Filipino-RC and Filipino-Grammar were: 0.030, 0.010, 0.086, 0.037, and 0.003, respectively. The tests of significance yielded computed t-values of 0.408 for English-RC; 0.136 for Math; 1.152 for Science; 0.501 for Filipino-RC, and 0.036 for Filipino-Grammar. These were numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Thus, the corresponding hypotheses were accepted.

57. Between pupils' periodic rating in Filipino and their NAT performance in English-Grammar, the correlation coefficient posted at 0.165. When this was tested for its significance, the computed t-value was pegged at 2.250 which was numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182. Thus, the hypothesis involving the relationship between the two variables was rejected.

58. In correlating pupils' periodic rating in Filipino and their NAT performance in English-RC, Math, Science, Filipino-RC and Filipino-Grammar, the correlation coefficients were 0.088, 0.080, 0.015, 0.056, and 0.020, respectively. The tests of significance applied on these values yielded computed t-values of: 1.195 for English-RC; 1.083 for Math; 0.197 for Science; 0.759 for Filipino-RC, and 0.270 for Filipino-Grammar which were all numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 182.

59. The correlational analyses perfomed between teachers' age and pupils' NAT performance in English-RC, English-Grammaer, Math, Science, Filipino-RC, and Filipino-Grammaer resulted in correlation coefficients of -0.335, -0.455, -0.412, -0.326, and -0.29, respectively. When these values were tested for its significance, the computed t-values were: 2.763 for English-RC; 2.888 for English-Grammar; 4.151 for Math; 3.763 for Science; 2.801 for Filipino-RC and 2.536 for Filipino-Grammar which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Therefore, the corresponding hypotheses

involving the relationship between teachers' age and pupils' NAT performance in all six learning areas.

60. Between teachers' educational background and pupils' NAT performance in the six learning areas, the analyses resulted to the following correlation coefficients: 0.388 for English-RC; 0.256 for English-Grammar; 0.362 for Math; 0.258 for Science; 0.255 for Filipino-RC, and 0.325 for Filipino-Grammar. The tests of significance applied on these values revealed the computed t-values of 3.420. 2.151, 3.155, 2.169, 2.142, and 2.792, which were all greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Hence, the hypotheses involving the relationship between teachers' educational background and pupils' NAT performance in the six learning areas were rejected.

61. In correlating teachers' teaching experience and pupils' NAT performance in the six learning areas, the computed r's were: -0.299 for English-RC; -0.322 for English-Grammar; -0.269 for Math; 0.422 for Science; -0.488 for Filipino-RC, and -0.326 for Filipino-Grammar. To test its significance, Fisher's t was applied which resulted in computed t-values of 2.546, 2.763, 2.269, 3.782, 4.542 and 2.801, respectively, which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Therefore, the hypotheses involving the relationship between the two sets of variables were rejected.

62. Between teachers' performance rating and pupils' NAT performance in English-Grammar, Math, Science, Filipino-RC and Filipino-Grammar, the correlation coefficients posted at 0.049, 0.394, 0.410, 0.431, 0.430,

and 0.424, respectively. Testing the values for its significance using Fisher's t, the computed t-values were: 0.3477 for English-Grammar; 3.654 for Math; 3.885 for Science; 3.866 for Filipino-RC, and 3.806 for Filipino-Grammar which were all greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Thus, the hypotheses involving the two sets of variables were correspondingly rejected.

63. Between teachers' performance rating and pupils' NAT performance in English-RC, the computed r posted at 0.049. When tested for its significance, the computed t-value was pegged at 0.395 which was numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. This led to the acceptance of the corresponding hypothesis.

64. The correlational analyses made between teachers; average monthly income and pupils' NAT performance in the six learning areas resulted in correlation coefficients: English-RC, -0.333; English-Grammar, -0.411; Math, -0.299; Science, -0.239; Filipino-RC, -0.522, and Filipino-Grammar, -0.623. When these values were tested for its significance using Fisher's t-test, the computed t-values posted at 2.869. 3.663, 2.546, 2.000, 4.972, and 6.470, respectively, which were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Thus, the hypotheses involving the relationship between the variables were rejected.

65. In correlating in-service trainings attended by teachers and pupils' NAT performance in Science, the resulting r was 0.311, which when tested for its significance resulted in computed t-value of 2.658 which was numerically greater

than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Therefore, the hypothesis involving the relationship between the two variables was rejected.

66. Between in-service trainings attended by teachers and pupils' NAT performance in English-RC, English-Grammar, Math, Filipino-RC, and Filipino-Grammar, the resulting correlation coefficients were: 0.211, 0.180, 0.200, 0.208, and 0.199, respectively. The tests of significance applied on these values resulted in computed t-values for: English-RC, 1.754; English-Grammar, 1.564; Math. 1.658; Filipino-RC, 1.658, and Filipino-Grammar, 1.650, which were numerically lesser than the computed t-value of 1.96 at $\alpha = 0.05$, df = 66. This gave evidence to accept the hypothesis involving the relationship between the in-service trainings attended by teachers and pupils' NAT performance along Science.

67. In relating teachers' attitude towards teaching and pupils' NAT performance in Science and Filipino-RC, the computed r's were 0.239 and 0.244, respectively. The tests of significance applied on these value resulted in computed t-values of 2.000 for Science and 2.004 for Filipino-RC which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Therefore, the hypotheses involving the relationship of these variables were correspondingly rejected.

68. Teachers' attitude towards teaching did not correlated significantly with pupils' NAT performance in English-RC, English-Grammar, Math, and Filipino-Grammar as evidenced by the computed t-values of 1.344, 1.573, 1.728, and 1.929, respectively, which were all lesser than the critical t-value of 1.96 at α

= 0.05, df = 66. Hence, the hypotheses involving the relationship between these variables were accepted.

69. Teaching competence when correlated with pupils' NAT performance in the six learning areas resulted in computed t-values of 7.023 for English-RC; 3.026 for English-Grammar; 2.859 for Math; 2.649 for Science; 2.668 for Filipino-RC, and 2.715 for Filipino-Grammar which proved numerically greater than the critical t-value of 19.6 at $\alpha = 0.05$, df = 66. This signaled the rejection of the corresponding hypotheses.

70. NAT strategies when correlated with pupils' NAT performance in the six learning areas yielded computed t-values of 4.163 for English-RC; 3.982 for English-Grammar; 2.035 for Math; 2.564 for Science; 1.982 for Filipino-RCm and 2.287 fir Filipino-Grammar. These were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 66. Thus, the corresponding hypotheses were rejected.

71. The correlational analyses done between parents' age and pupils' NAT performance in Filipino-Grammar resulted in a correlation coefficient of -0.173. When tested for its significance using Fisher's t, the computed value was pegged at 2.494 which proved numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Therefore, the hypothesis involving the relationship between the two variables was correspondingly rejected.

72. The correlation between parents' age and pupils' NAT performance in English-RC, English-Grammar, Math. Science and Filipino-RC registered

correlation coefficients of -0.076. -0.005, 0.004, -0.055, and -0.001, respectively. When these value were tested for its significance, the computed t-values resulted in 1.086 for English-RC; 0.069 for English-Grammar; 0.057 for Math; 0.781 for Science, and 0.009 for Filipino-RC which were all numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Thus, the hypothesis involving the relationship between parents' age and the pupils' NAT performance in the six learning areas were accepted.

74. Parents' educational attainment did not correlate significantly with pupils' NAT performance in all six learning areas as evidenced by its correlation coefficients and results of the tests of significance. The computed t-values were: 1.130 for English-RC; 1.214 for English-Grammar; 0.152 for Math; 1.302 for Science; 1.692 for Filipino-RC, and 1.191 for Filipino-Grammar which were numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Hence, the hypotheses involving the two variables were accepted.

75. The relationship between parents' occupation and pupils' NAT performance in six learning areas yielded significant relationship between it and English-Grammar, Math, Science, Filipino-RC, and Filipino-Grammar with correlation coefficients of 0.177, 0.197. 0.219, 0.160, and 0.149, respectively. When tested for its significance using Fisher's t, the computed t-values resulted in following: 2.311 for Filipino-RC and 2.146 for Filipino-Grammar which were all greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Thus, the corresponding hypotheses were rejected.

76. The relationship between parents' occupation and pupils' NAT performance in English-TC registered a computed r of 0.114. The test of significance resulted in a computed t-value of 1.629 which proved lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Thus, the corresponding hypothesis was accepted.

77. The results of the correlational analyses between parents; average family income and pupils' NAT performance in English-Grammar, Math, Science, and Filipino-Grammar correlated significantly. The tests of significance applied to these values yielded computed t-values of 2.123 for English-Grammar; 3.007 for Math; 3.143 for Science, and 2.822 for Filipino-Grammar which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. This led to the rejection of the corresponding hypotheses.

78. Between parents' average family income and pupils' NAT performance in English-RC and Filipino-RC, the correlation coefficients were -0.100 and -0.135, respectively. Testing the values for its significance, the computed t-values were 1.421 for English-RC and 1.930 for Filipino-RC which were lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Thus, the corresponding hypotheses were accepted.

79. Parents' attitude did not correlated significantly with pupils' NAT performance in all six learning areas as shown in their computed t-values of 1.404 for English-RC; 0.812 for English-Grammar; 0.649 for Math; 0.385 for Science; 0.139 for Filipino-RC, and 0.451 for Filipino-Grammar which proved

numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, df = 202. Hence, the corresponding hypotheses were accepted.

80. As to the problems encountered by pupil-respondents relative to their NAT preparation, the findings were: a) the pupil-respondents considered the identified problems as "slightly felt" with sub-mean of 2.28; b) the teacher-respondents gave it a sub-mean of 2.90 or "moderately felt"; c) the parent-respondents assessed at "slightly felt" with a sub-mean of 1.97. The combined mean posted at 2.38 or "slightly felt".

81. The following problems were considered "moderately felt" by all three groups of respondents: a) inattentive while review classes are going on; b) gets easily tired in shading the circles of the answer; c) no observance of the correctness and neatness in their work.

82. The least considered problem was "irregular in attendance".

83. The comparative analyses of the perceptions of pupil-, teacher- and parent-respondents using ANOVA resulted in a computed F-value of 64.32 which proved numerically greater than the critical F-value of 3.354 at $\alpha = 0.05$, df = 2 and 27. This signaled the rejection of the corresponding hypothesis.

84. The posteriori test made between pupils' and teachers' perception resulted in a computed F'-value of 55.389 which was numerically greater than the critical F'-value of 6.708 at $\alpha = 0.05$. Hence, the corresponding hypothesis was rejected.

85. The posteriori test applied on pupils' and parents' means yielded a computed F'-value of 13.847 which was numerically greater than the critical F'-value of 6.708 at $\alpha = 0.05$. Thus, the corresponding hypothesis was likewise rejected.

86. Between the teachers' and parents' means; the critical F'-value posted at 124.625 which was also numerically greater than the critical F'-value of 6.708 at $\alpha = 0.05$. Therefore, the corresponding hypothesis was likewise rejected.

Conclusions

On the basis of the findings, the following conclusions are hereby presented:

1. Majority of the pupil-respondents were overage for the grade; almost equal number of boys and girls; tall for their age; under height; majority were either first, second or third in the family; read frequently; could read and understand in Filipino; could read but could not understand in English; with very favorable attitude towards schooling; of average performance based on their latest periodic ratings.

2. The teacher-respondents were in their late forties; predominantly married; highly educationally qualified; experienced in teaching; performing very satisfactorily; with adequate income, higher than the poverty threshold; mostly trained at the division and district levels; with very favorable attitude

towards teaching; highly competent; utilized NAT strategies in preparing their pupils for NAT.

3. The parent-respondents were in their early forties; majority were in the high school level; mostly engaged in low paying jobs; whose income was below the poverty threshold, and with a very favorable attitude towards education.

4. The pupils' NAT performance showed superior performance in Math and above average performance in English, Filipino and Science.

5. The NAT performance of grade III pupils in the six learning areas did not differ significantly indicating the pupils performed just as well in all learning areas.

6. Pupils' age correlated significantly with their NAT performance in English-RC and Filipino-RC; it did not correlate significantly with English-Grammar, Filipino-Grammar, Math and Science.

7. Pupils' sex did not correlate significantly with their NAT performance in all six learning areas.

8. Pupils' height correlated significantly with their NAT performance in English-Grammar, Science and Filipino-RC; it did not correlate significantly with English-RC, Math, and Filipino-Grammar.

9. Pupils' weight correlated significantly with their NAT performance in English-Grammar, Math, Science, and Filipino-Grammar; it did not correlate significantly with their NAT performance in English-RC and Filipino-RC.

10. Pupils' ordinal position in the family correlated significantly with their NAT performance in Filipino-RC, English-Grammar, Math, Science, and Filipino-Grammar.

11. Pupils' interest in reading correlated significantly with their NAT performance in Filipino-RC; it did not correlated significantly with English-RC, English-Grammar, Math, Science, and Filipino-Grammar.

12. Pupils' ability to comprehend correlated significantly with their NAT performance in English-RC, English-Grammar, Math, Science, Filipino-RC and Filipino-Grammar,

13. Pupils' attitude towards schooling correlated significantly with their NAT performance in English-RC, English-Grammar, and Science; it did not correlate significantly with Math, Filipino-RC, and Filipino-Grammar.

14. Pupils' periodic ratings in English correlated significantly with their NAT performance in English-Grammar; it did not correlated significantly with English-RC, Math, Science, Filipino-RC, and Filipino-Grammar.

15. Pupils' periodic ratings in Math correlated significantly with their NAT performance in all learning areas.

16. Pupils' periodic ratings in Science correlated significantly with their NAT performance in English-Grammar; it did not correlate significantly with English-RC, Math, Science, Filipino-RC and Filipino-Grammar.

17. Pupils' periodic ratings in Filipino correlated significantly with pupils' NAT performance in English-Grammar; it did not correlate significantly with English-RC, Math, Science, Filipino-RC and Filipino-Grammar.

18. Teachers' age correlated significantly with pupils' NAT performance with all six learning areas.

19. Teachers' educational background, likewise, correlated significantly with pupils' NAT performance in all six learning areas.

20. Teachers' teaching experience, likewise, correlated significantly with pupils' NAT performance in all six learning areas.

21. Teachers' performance rating correlated significantly with pupils' NAT performance in English-Grammar, Math, Science, Filipino-RC, and Filipino-Grammar; it did not correlated significantly in English-RC.

22. Teachers' average monthly income correlated significantly with pupils' NAT performance in all six learning areas.

23. In-service trainings attended by teachers correlated significantly with pupils' NAT performance in Science; but did not correlate significantly with English-RC, English-Grammar, Math, Filipino-RC and Filipino-Grammar.

24. Teachers' attitude towards teaching correlated significantly with pupils' NAT performance in Science and Filipino-RC; but did not correlate significantly with English-RC, English-Grammar, Math, and Filipino-Grammar.

25. Teachers' teaching competence correlated significantly with pupils' NAT performance in all six learning areas.

26. NAT strategies employed by teachers likewise correlated significantly with pupils' NAT performance in all six learning areas.

27. Parents' age correlated significantly with pupils' NAT performance in Filipino-Grammar; but it did not correlate significantly with English-RC, English-Grammar, Math, Science, and Filipino-RC.

28. Parents' sex did not correlate significantly with pupils' NAT performance in all six learning areas.

29. Parents' educational attainment did not correlate significantly with pupils' NAT performance in all six learning areas.

30. Parents' occupation correlated significantly with pupils' NAT performance in English-Grammar, Math, Science, Filipino-RC and Filipino-Grammar; but did not correlated significantly with English-RC.

31. Parents' average family income correlated significantly with pupils' NAT performance in English-Grammar, Math, Science, and Filipino-Grammar; but did not correlate significantly with English-RC and Filipino-RC.

32. Parents' attitude towards education did not correlate significantly with pupils NAT performance in all six learning areas.

33. Relative to the problems experienced by pupils in their NAT preparation, the following conclusions were made: a) pupils' respondents assessed them as "slightly felt"; b) teacher-respondents considered them as "moderately felt", and parent-respondents rated them as "slightly felt".

34. Perceptions of the three groups of respondents differed significantly from each other, indicating that their perceptions were not similar. The pupils and parents just "slightly felt" the problems; while the teachers "moderately felt" the problems.

35. The three groups of respondents considered the following as "problems" of grade III pupils relative their NAT preparation: a) inattentive while the review was going; b) got easily tired in shading circles of answer, and c) no observance of correctness and neat ness in their work.

Recommendations

In consideration of the findings and conclusions, the following are being recommended:

1. There is a need to strengthen the reading program in all schools in the division with focus on developing the comprehension skills of grade III pupils especially in English.

2. Parents' average family income is low compared to the poverty threshold; thus, schools should exert efforts to help parents augment their income through the alternative learning system (ALS) in division, district and school levels. They can attend livelihood skills trainings, engage in ALS livelihood projects, enroll in livelihood training centers of DSWD and organize cooperatives for this purpose.

3. The pupils' NAT results showed superior performance; all schools should come up with sustainability interventions to maintain or increase the pupils' performance. The best practices in preparing the pupils for the NAT may institutionalized and/or continue implementing the NAT strategies employed.

4. Pupils' health expressed in terms of height and weight affects performance positively. Proper advice and guidance on good nutrition may be a topic in PTA meetings to guide parents in preparing healthy food for their children.

5. Periodic ratings in Math correlated significantly with pupils' NAT performance in all six learning areas, it is advised that Math instruction be strengthened and upgraded. Teaching of Math must be made interesting and effective to ensure mastery of Math skills.

6. Teachers must be advised to upgrade themselves by enrolling in graduate schools, attend in-service trainings, subscribing to professional journals and the like. Educational background affects pupils' NAT performance positively.

7. Teachers' performance rating predicts pupils' NAT performance in most of the learning areas; thus, school heads must encourage their respective teachers to perform in their daily tasks to achieve high performance ratings.

8. A continuous upgrading of teachers' teaching competencies must be pursued by every school head. Encouragement to undertake advanced

education, in-service trainings and initiate school-based training programs should be aggressively done.

9. The NAT strategies put in place by the schools have affected NAT performance in all six learning areas. These must be continued every year. There is also a need to introduce other strategies in order to address the three common problems observed by the three groups of respondents.

10. To address inattentiveness of pupils during the review: a) motivation should be installed before the start of review; b) energizes must be introduced; c) short breaks may be given to pupils; d) snacks may be served serviced out from PTA funds, donations, aid from LGU and others.

11. A continuous reminder of pupil-reviewers to focus on their simulation activities like shading of the answer sheets and practicing correctness and neatness in answering their exams like the NAT. They may be reminded and practice this trait in their class activities and seeing to it that carry-over be made.

12. Considering all six learning areas tested in NAT grade III, the correlates of pupils' NAT performance are: a) pupils' sex, ability to comprehend and periodic ratings, and b) teachers' age, educational background, teaching experience, average monthly income, teaching competence, NAT strategies, average monthly income, teaching competence, NAT strategies employed. Those that did not correlate significantly with pupils' NAT performance are parents' sex, educational attainment and their attitude.

13. A replication study may be conducted to determine the comparison of performance in NAT grade III, NAT grade VI, NAT Year 2 and NCAE Year 4.

14. Another replication study may be conducted in other districts, secondary schools for Year 2 and Year 4 and even at the division level.

15. A comparative study of the NAT results may be conducted also.

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Baculago, Epifanio Jr., R. “Correlates in Academic Performance of Grade VI Pupils in Area II”, Unpublished Master’s Thesis, Leyte Normal University, Tacloban City, 2003.

Carcellar, Remedios O. “Factors Influencing the Teaching Effectiveness of Elementary Grade Teachers”, Unpublished Master’s Thesis, Samar College, Catbalogan, Samar, 2001.

Fernando, Luisa M. “Parental Influences and School Guidance Services as related to Behavioral Problems of Intermediate Schools in Samar”, Unpublished Doctoral Dissertation, TTMIST, Calbayog City, 2000.

Magpayo, Nimfa de Guia. "Proposed Remedial Measures in English for Grade VI Pupils", Unpublished Master's Thesis, Samar College, Catbalogan, Samar, 2000.

Minozo, Zosimo. "Teachers' Competencies and Students' Performance in English in the City Division of Calbayog: Basis for a Training Model", Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 2002.

Nayangga, Antonio L. "Predictors of Achievement in Mathematics Among Grade VI Pupils", Unpublished Master's Thesis, Samar College, Catbalogan, Samar, 2002.

Ocenar, Fernando S. "Correlates of English Comprehension Ability of Grade VI Pupils in the National Achievement Test (NAT)", Unpublished Master's Samar College, Catbalogan, Samar, 2006.

Tonelete, Lea M. "Teachers' Performance and Achievement of Grade VI Pupils in English, Science and Mathematics: A Correlation", Unpublished Master's Samar College, Catbalogan, Samar, 2003.

Torrechiva, Ruperto N. "Teaching Competencies and Science Performance of Grade VI Pupils in the National Achievement Test (NAT)", Unpublished Master's Thesis, Samar College, Catbalogan, Samar, 2008.

D. **ELECTRONIC AND OTHER SOURCES**

Cardoso, Marilyn D. "Modules in Statistics in Education", Samar State University, 2010.

http://www.deped.gov.ph

http://www.google.com

Microsoft Encarta

NAT Results

APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

April 28, 2010

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies
Samar State University
Catbalogan City, Samar

Madam:

In my desire to start writing my thesis, I have the honor to submit for approval, one of the following research problems, preferably No. 1:

1. CORRELATES OF PUPILS' PERFORMANCE IN THE NATIONAL ACHIEVEMENT TEST (NAT) GRADE III IN WRIGHT I DISTRICT.

2. PERFORMANCE OF PUPILS IN MONOGRADE AND MULTIGRADE CLASSES IN WRIGHT I DISTRICT: A CORRELATION.

3. THE EFFECT OF THE ORAL READING MATERIALS TO THE ACHIEVEMENT OF THE PUPILS IN WRIGHT I DISTRICT.

Thank you for your favorable action on this matter.

Very truly yours,

(Sgd.) ROWENA L. BABON
Researcher

APPROVED:

(Sgd.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

APPROVAL OF TITLE

April 28, 2010

TO:

Dr. Alfredo D. Dacuro
Dr. Letecia R. Guerra
Dr. Jose S. Labro

May I ask you to be a member of the committee to evaluate the attached Thesis/Dissertation title?

Please give your comments and suggestions which you will discuss with the proponent.

Thank you for your cooperation.

Very truly yours,

(Sgd.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

EVALUATION/RECOMMENDATIONS

_____
_____
_____
_____
_____
_____

APPENDIX B

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

ASSIGNMENT OF ADVISER

May 13, 2010

DR. ALFREDO D. DACURO
Schools Division Superintendent
DepEd, Samar Division
Catbalogan City, Samar

Sir:

Please be informed that you have been designated as adviser of Ms. Rowena L. Babon candidate for the degree in Master of Arts major in Elementary Education who proposes to write a thesis entitled "CORRELATES OF PUPILS' PERFORMANCE IN THE NATIONAL ACHIEVEMENT TEST (NAT)-GRADE III IN WRIGHT I DISTRICT."

Thank you for your cooperation.

Very truly yours,

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD) ALFREDO D. DACURO, Ph. D., C.E.O. VI
Adviser

APPENDIX C

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VIII
Division of Samar
DISTRICT OF WRIGHT I
Paranas

August 31, 2010

The Director
National Educational Testing
and Research Center (NETRC)
2nd Floor, Mabini Bldg., U.L. Complex
Pasig City 631-6921

Thru : Channel

Sir/Madam:

I have the honor to request permission from your good office to use the National Achievement Test (NAT) - grade III results of Wright I District, Division of Samar, Region VIII for the S.Y. 2007-2008, 2008-2009, 2009-2010. This will be used solely for my research on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District."

Hoping for your kind consideration in this regard.

Thank you.

Very respectfully yours,

(SGD.) **ROWENA L. BABON**
Researcher

APPENDIX C-1

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

1ST INDORSEMENT
August 31, 2010 **DISTRICT OF WRIGHT I**
Paranas, Samar

Respectfully forwarded to the Schools Division Superintendent, Division of Samar, recommending approval of the herein request of MRS. ROWENA L. BABON, a Master Teacher II of Wright I District, to allow her use the National Achievement Test (NAT) results of grade III-Wright I District for the S.Y. 2007-2008, 2008-2009, 2009-2010, in her study on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III."

(SGD.) **FELIX D. ACONG, Ed.D.**
District Supervisor

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan

DepED DEPARTMENT OF EDUCATION

RECEIVED
DATE 9-2-10
NAL OFFICE

Telefax No. 251-2595

2nd Indorsement
September 1, 2010

Respectfully forwarded to the to the Director of the National Educational Testing and Research Center (NETRC) DepED, Central Office, Pasig City, through the Regional Director, DepED Regional Office No. VIII, Government Center, Candahug, Palo,Leyte the herein request of MRS. ROWENA L. BABON, Master Teacher II of Wright I District, to allow her to utilize the National Achievement Test (NAT) results of Grade Three, Wright District I for the S.Y. 2007-2008, 2008-2009 and 2009-2010 in her study on "Correlates of Pupils' Performance in the National Achievement Test (NAT) Grade III" , recommending favorable action.

ALFREDO D. DACURO, Ph.D. CESO VI
Schools Division Superintendent

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
Department of Education
DepED Complex, Meralco Avenue, Pasig City

SEP 0 2 2009

DepED ORDER
No. 91 , s. 2009

PRESCRIBING GUIDELINES AND REQUIREMENTS REGULATING THE USE OF NATIONAL EXAMINATION RESULTS

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services/Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools

1. In line with the thrust to optimize the use and benefits from researches and studies conducted by private organizations, undergraduate and post-graduate students, and other individuals utilizing national examination results; and at the same time to safeguard and prevent the misuse, mishandling, misinterpretation, exploitation and manipulation of national test results, the Department of Education (DepED) through the National Education Testing and Research Center (NETRC) is prescribing the following guidelines and requirements regulating the use of national examination results:

1.1 The researcher must present the following:

a. Two (2) valid identification cards and must show proof that he/she is qualified to do research work;

b. Letter specifying the requested data, e.g. name of test/s, year of administration, regions/divisions which are the subjects of the research/study;

c. Copy of his/her approved thesis/dissertation proposal signed by the Thesis Adviser; and

d. Endorsement letter signed by the Dean concerned.

1.2 Further, the researcher must do the following:

a. Sign a Memorandum of Agreement (MOA) stating that he/she shall not compare regions, divisions, schools and examinees without taking into consideration other variables that may have substantial effect on the outcome of the test and that he/she shall furnish the Department a copy of the completed research/study; and

b. Pay corresponding amount for the requested data.

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Cont.

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2. The NETRC shall only provide and release ten percent (10%) of the actual number of examinees per testing program per year.

3. All previous issuances inconsistent with this Order are hereby repealed, amended or modified accordingly.

4. Immediate dissemination of and compliance with this Order is directed.

JESLI A. LAPUS
Secretary

Reference:
None

Allotment: 1- - (D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

/DATA
/POLICY
/RESEARCH or STUDIES
/RULES & REGULATIONS

Model Use of Exam Result
8-21-09

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Regional Office No. VIII
Government Center, Candahug, Palo, Leyte

DepED-NETRC
RECEIVED
BY:
DATE: 9/9/2010

3rd Indorsement
September 6, 2010

Respectfully forwarded to the Director of the National Educational Testing and Research Center (NETRC), DepEd Central Office, Pasig City, the herein request of Mrs. ROWENA L. BABON, Master Teacher II of Wright I District, to allow her to utilize the National Achievement Test (NAT) results of Grade Three, Wright I District for the SY 2007-2008, 2008-2009, and 2009-2010 in her study on "Correlates of Pupils' Performance in the National Achievement Test (NAT) Grade III", recommending favorable action.

ROSE MARIE FELICIDAD D. SAET, PH.D.
Regional Director

CLMD/ALY

DEPARTMENT OF EDUCATION
RELEASED
RECORDS SECTION
9-7-10AM
DATE TIME
REGIONAL OFFICE NO.

APPENDIX C-2

LETTERS/DOCUMENTS RECEIVED FROM DepEd-NETRC GRANTING PERMISSION TO USE THE NAT-III RESULTS

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Pambansang Sentro ng Pagsusulit at Pananaliksik
(National Educational Testing and Research Center)
(2nd Floor, Mabini Bldg., DECS Complex, Pasig City)

DEPARTMENT OF EDUC
RECEIVED
RECORDS SECTION
9-20-2010

4th Indorsement
September 15, 2010

DepED-NETRC
RELEASED
BY
DATE 9/17/2010

Respectfully returned to Dr. ROSE MARIE FELICIDAD D. SAET, Regional Director DepEd Region VIII, attached herein the letter of Mrs. ROWENA L. BABON, Teacher II of Wright I District dated August 31, 2010 requesting permission to use the Grade III NAT results of Wright I District for SY 2007-2009 for research purposes, this Office interposes no objection provided that as per DepEd Order No. 91 s. 2009, the Department has prescribed specific guidelines and requirements in regulating the use of the national examination results. Attached herewith is the DepEd Order.

NELIA V. BENITO, Ph. D., CESO IV
Director III

Tel. Nos. 631-69 21, 631 25 71, 631-25 89, 631 25 91, 632 13 61 to 70 Local 2131 to 2145
Email: netrc edsamail@.com ph; nvb edsamail@.com ph
Telefax 631-25-88

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Regional Office No. VIII
Government Center, Candahug, Palo, Leyte

5th Indorsement
October 5, 2010

Respectfully returned to Dr. ALFREDO D. DACURO, Schools Division Superintendent, Division of Samar, Catbalogan City, the attached 4th Indorsement bearing favorable action to the letter request of Mrs. ROWENA L. BABON, Master Teacher II of Wright I District to use the Grade III NAT results of Wright I District for SY 2007-2008 up to 2009-2010 for research purposes, provided that guidelines set in regulating the use of the national examination results is strictly observed. Attached herewith is DepEd Order No. 91, s. 2009 for ready reference.

ROSE MARIE FELICIDAD V. SAET, Ph.D.
Regional Director

CLMD/ALY

RELEASED

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VIII
Division of Samar
DISTRICT OF WRIGHT I
Paranas

October 7, 2010

The Director
National Educational Testing and
Research Center (NETRC)
Second Floor, Mabini Building
DepEd Complex, Meralco Avenue
Pasig City

Madam:

This is in reply to your indorsement dated September 15, 2010 regarding my request from your good office for permission to use the national Achievement Test (NAT)-Grade III results of Wright I District, Division of Samar, Region VIII for the SY 2007-2008, 2008-2009, and 2009-2010 for my study on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District."

Attached herewith are the following as stated in the DepEd Order and other supporting documents that I am presently conducting a research work:

1. Researcher's previous request with endorsement from the District Supervisor, Division Superintendent and Regional Director;
2. Copy of Permission to Study;
3. Certified valid identification cards;
4. Copy approved thesis proposal;
5. Endorsement letter from the Dean, and
6. Memorandum of Agreement (MOA).

Hoping for your kind consideration in this regard.

Thank you.

Very respectfully yours,

(SGD.) **ROWENA L. BABON**
Researcher

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan

Division Form No. 5
Revised November, 1985

PERMISSION TO STUDY

Name: ROWENA L. BABON Educ'l Qualif BEED Year Graduated: [illegible]
Efficiency Rating for the last two years: S-S : Very Satisfactory
Nature of Work: (Please Check) /\ Teaching / / Office Work
Work Period: (Please check) /\ (School days (Mon. - Fri.) Incl.. / / Sat. Incl.. / / Summer
School Where Assigned: WRIGHT I CENTRAL ELEM. SCH Address: PARANAS, SAMAR
Official Station *Town/ Brgy.*
District. WRIGHT - I
Degree to be pursued / being pursued. MASTER OF ARTS IN ELEM. EDUCATION
School to be attended SAMAR STATE UNIVERSITY, CATBALOGAN, SAMAR
Travel time from official station to school to be attended:

Hours	Minutes
Mode of transportation _____	45

1. Subjects to be taken (Applied for new)
School Year:_____ Term:_____

	Units	Day for Recitation	Time for Recitation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Subjects already taken, if any.

	Units	Grades	School Year/ Term
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Subjects to be taken as yet to finish the course

	Units
Thesis Writing	6

Sept. 17, 2010
Date

Rowena L. Babon
ROWENA L. BABON
Signature of Teacher

Recommending Approval:
FELIX D. ACONG, Ed.D.
Schools District Supervisor

Certified Correct (Items A-C)
MARILYN D. CARDOSO, Ph. D.
School Dean

APPROVED.
ALFREDO D. DACURO, Ph. D., CESO VI
Schools Division Superintendent

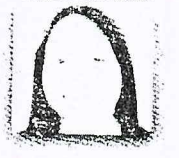
APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
PROFESSIONAL REGULATION COMMISSION
Manila

LAST NAME	BABON
FIRST NAME	ROWENA
MIDDLE INITIAL/NAME	LLAUDER
REGISTRATION NO.	0323037
REGISTRATION DATE	03/02/1998
VALID UNTIL	03/12/2013

PROFESSIONAL TEACHER



03121973
05/19/2010

Professional Regulation Commission
P. Paredes St., corner N. Reyes St., Sampaloc, Manila
www.prc.gov.ph Hotline Number: 735-1535

CERTIFICATION

This is to certify that the person whose name, photograph, and signature appear hereon is a duly registered professional, legally authorized to practice his/her profession with all the rights and privileges appurtenant thereto.

This is to certify further that he/she is a professional in good standing and that his/her certificate of registration/professional license has not been suspended, revoked, or withdrawn.

900552624

Signature of Professional

PRC CHAIRPERSON

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

School Year	1st SEM	2nd SEM	Summer
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			

This is to certify that the person appearing in this ID Card is a bonafide student of the University during the validated term

ERLINDA U. BABALCON
University Registrar

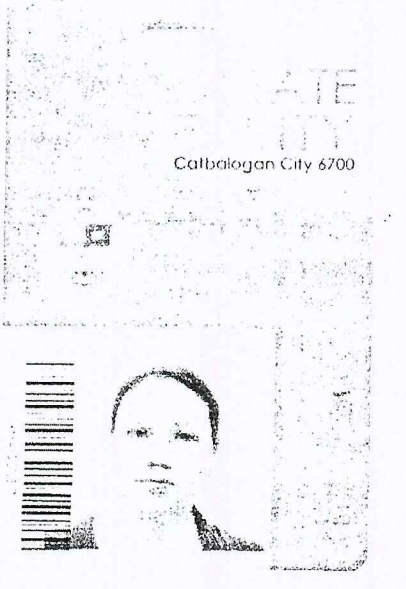
Home Address: 240 Brgy. 6 Pob. Paranas Samar

In Case of Emergency, Please Notify

Name: Mr. Arturo D. Babon

Contact No: 0929-5544-570

Student's Signature



APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 4, 2010

The Director
National Educational Testing and
Research Center (NETRC)
Second Floor, Mabini Building
DepEd Complex, Meralco Avenue
Pasig City

Madam:

Warmest greetings!

Mrs. Rowena L. Babon, is a bonafide student of this University pursuing Master of Arts in Education major in Elementary Education in the College of Graduate Studies and a member of the Philippine Association for Graduate Education (PAGE)-Region VIII Chapter. She is presently conducting research entitled "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", as part of the requirements of the aforesaid degree.

In view thereof, the undersigned is requesting from your good office to allow the aforesaid student to have access to your data on the National Achievement Test results in Wright I District for the past three school years. That is, from 2007-2008, 2008-2009, and 2009-2010.

Your preferential action in this matter will surely boast the morale of our graduate students who are conducting research and eventually enable them to the pursuance of quality education.

Thank you very much and more power!

Very truly yours,

(SGD.) **MARILYN D. CARDOSO, Ph. D.**
Dean, College of Graduate Studies

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VIII
Division of Samar
DISTRICT OF WRIGHT I
Paranas

MEMORANDUM AF AGREEMENT

I, **ROWENA L. BABON** is requesting permission from your good office to use the National Achievement Test (NAT) results of Grade III of Wright I District, Division of Samar, Region VIII for the S.Y. 2007-2008, 2008-2009, and 2009-2010 for my study on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District."

WHEREAS, I am of legal age, married and a resident of Brgy. 6 Poblacion, Paranas, Samar, Master Teacher II and presently teaching in Wright I Central Elementary School, Wright I District, Division of Samar, Region VIII.

WHEREAS, I am presently taking a graduate studies at the Samar State University, Catbalogan, Samar.

NOW THEREFORE, I promise not to compare regions, divisions, schools and examinees without taking into considerations other variables that may have substantial effect on the outcome of the test and that I shall furnish the Department a copy of the completed research study.

IN WITNESS HEREOF, I hereunder set my hands this 7th day of October, 2010 at Wright I District, Paranas, Samar.

(SGD.) **ROWENA L. BABON**
Researcher

Witness:
(SGD.) **FELIX D. ACONG, Ed.D.**
District Supervisor
District of Wright I
Division of Samar
Region VIII

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VIII
Division of Samar
DISTRICT OF WRIGHT I
Paranas

October 18, 2010

The Director
National Educational Testing and
Research Center (NETRC)
Second Floor, Mabini Building
DepEd Complex, Meralco Avenue
Pasig City

Madam:

Greetings!

Enclosed herewith is the amount of Three Hundred Seventy One Pesos (PhP371.00) representing payment for my requested data of the National Achievement Test (NAT)-Grade III results of Wright I District, Division of Samar, Region VIII for the SY 2007-2008, 2008-2009, and 2009-2010 to be used solely in my study entitled "Correlated of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District."

Please acknowledge receipt hereof together with the requested data.

Thank you very much and more power!

Very truly yours,

(SGD.) **ROWENA L. BABON**
Researcher

Contact Number: 09202630970
Home Address: 240 Brgy 6 Poblacion
6703 Paranas, Samar

APPENDIX C-2

LETTERS/DOCUMENTS RECEIVED FROM DepEd-NETRC GRANTING PERMISSION TO USE THE NAT-III RESULTS

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Pambansang Sentro ng Pagsusulit at Pananaliksik
(National Educational Testing and Research Center)
(2nd Floor, Mabini Bldg., DECS Complex, Pasig City)

STATEMENT OF ACCOUNT
DATA PROCESSING

A. Material

P 350.00/CD copies with statistical computations
(Subject to the request of the researcher, the amount per page of the data will be added)

B. Processing

- If the request is per student/pupil, the amount is P1.00/student/pupil/school and P5.00/minute of processing time for statistical computations.

EXAM	PROCESSING TIME			
1. NAT Grade Three Results SY 2007-2008, 2008-2009, 2009-2010 – schools in Wright I District, Division of Western Samar	60 mins	x P5.00	=	300.00
	56 schools	x P1.00	=	56.00
	3 pages	x P5.00	=	15.00
TOTAL:		Php		371.00

Researcher/s: MS. ROWENA L. BABON
O.R. No.: ____________________
Date: ____________________

Certified Correct:

MA. RHUNNA L. CATALAN
Chief Accountant

Noted by:

NELIA V. BENITO, Ph. D., CESO IV
Director III

Tel. Nos. 631-69-21; 631-25-71; 631-... 1-25-61, 632-12-61 to 70 Local 2141 to 2145
Email: ... .com.ph

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan

Telefax No. 251-2595

6th Indorsement
October 13, 2010

Respectfully returned to Mrs. Rowena L. Babon, Master Teacher II, Wright I District the herein 5th Indorsement signed by Rosemarie Felicidad V. Saet, Regional Director, DepED Region VIII, which is self-explanatory for her information, guidance and compliance.

ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent

APPENDIX C-2

LETTERS/DOCUMENTS RECEIVED FROM DepEd-NETRC GRANTING PERMISSION TO USE THE NAT-III RESULTS

Republika ng Pilipinas
Kagawaran ng Edukasyon, [illegible]
Pambansang Sentro ng [illegible]
(National Educational Testing and Research Center)
([illegible] Floor, Mabini Bldg., DECS Complex, [illegible])

October 18, 2010

Ms. ROWENA L. BABON
Researcher
Division of Samar
Wright I, Paranas, Samar

Ms. Babon:

This has reference to your request for the National Achievement Test for Grade Three (SY 2007-2009) Mean Percentage Score in the district of Wright I. Attached are the hard copies of the results.

We hope the data we provided will assist you in the completion of your study.

Very truly yours,

NELIA V. BENITO PhD., CESO IV
Director III

Tel. Nos. 631-69-21; 631-25-71 631-25-99; 631-25-91, 632-13-61 to 70 Local 2131 to 2145
Email: netrc edsamail@ com ph, nvb edsamail@.com ph
Telefax: 631-25-88

APPENDIX C-2

LETTERS/DOCUMENTS RECEIVED FROM DepEd-NETRC GRANTING PERMISSION TO USE THE NAT-III RESULTS

Department of Education
National Education Testing and Research Center
National Achievement Test - Grade Three (SY2007-2008)

REPORT: MEAN PERCENTAGE SCORE BY SUBJECT AREA AND TOTAL TEST
SCOPE: WRIGHT I DISTRICT (WESTERN SAMAR)

REGION	DIVISION	SCHID	SCHOOL NAME	CLUSTER	n	READING COMPREHENSION		GRAMMAR		SCIENCE	MATHEMATICS	OVERALL
						ENGLISH	FILIPINO	ENGLISH	FILIPINO			
Eastern Visayas Region	Samar (Western)	123909	Apolonia ES	6	15	95.00	66.67	88.00	74.00	85.78	81.33	81.78
		123911	Balbagan PS	6	8	70.63	65.63	70.00	62.50	55.83	76.67	67.08
		123912	Bato ES	5	27	84.81	76.30	96.67	77.04	82.96	95.06	84.77
		123913	Binogho ES	5	42	74.64	61.31	74.76	60.24	80.79	82.86	72.49
		123915	Cantaguic PS	6	15	71.33	73.33	64.67	61.33	56.44	74.22	67.93
		123918	Lipata ES	5	26	79.62	82.50	71.92	75.00	89.49	85.90	81.58
		123919	Lokilokon ES	5	24	74.79	79.58	90.42	62.92	81.67	82.22	78.66
		123921	Minarog PS	6	16	79.06	80.00	85.63	78.13	74.17	75.83	78.54
		123922	Pabanog ES	5	49	74.18	73.06	73.27	67.35	68.98	65.85	70.82
		123924	Patag PS	6	12	83.75	73.33	96.67	28.33	19.44	91.67	67.31
		123925	Pequit ES	5	39	77.69	65.90	85.90	67.44	80.34	78.97	75.50
		123926	San Isidro ES	5	28	67.14	73.93	58.93	69.29	71.67	89.05	72.38
		123927	Solupan PS	5	21	47.86	53.57	55.71	45.24	53.02	66.03	53.60
		123928	Tabucan PS	6	10	69.50	65.50	58.00	62.00	70.00	66.67	66.11
		123929	Tenani ES	4	67	85.45	67.91	88.66	54.18	67.06	83.48	75.04
		123930	Tigbawon ES	5	40	89.25	75.63	77.25	53.00	72.00	89.83	78.06
		123931	Tula PS	6	13	33.85	33.85	29.23	23.08	30.26	35.38	31.79
		123932	Wright I CS	5	54	77.13	68.15	70.74	59.81	72.10	74.32	71.19

APPENDIX C-2

LETTERS/DOCUMENTS RECEIVED FROM DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Department of Education
National Education Testing and Research Center
National Achievement Test - Grade Three (SY2008-2009)

REPORT: MEAN PERCENTAGE SCORE BY SUBJECT AREA AND TOTAL TEST
SCOPE: WRIGHT I DISTRICT (WESTERN SAMAR)

REGION	DIVISION	SCHID	SCHOOL NAME	CLUSTER	n	READING COMPREHENSION		GRAMMAR		SCIENCE	MATHEMATICS	OVERALL
						ENGLISH	FILIPINO	ENGLISH	FILIPINO			
Eastern Visayas Region	Samar (Western)	123909	Apolonia ES	6	17	60.88	63.82	70.59	66.47	77.65	69.80	67.52
	Samar (Western)	123910	Bagsa PS	6	11	70.91	72.73	59.09	70.00	64.24	87.88	71.82
	Samar (Western)	123911	Balbagan PS	6	4	72.50	71.25	40.00	72.50	63.34	81.67	68.61
	Samar (Western)	123912	Bato ES	5	27	94.26	83.33	97.41	78.15	91.85	78.77	87.41
	Samar (Western)	123913	Binogho ES	5	37	80.00	87.03	81.62	86.22	77.48	73.87	80.99
	Samar (Western)	123916	Cantao-An PS	6	10	76.00	80.50	78.00	94.00	78.00	65.33	76.67
	Samar (Western)	123917	Cawayan PS	6	15	90.33	83.67	58.67	88.67	77.78	69.78	79.63
	Samar (Western)	123918	Lipata ES	5	25	66.21	54.31	34.48	57.93	49.43	47.12	53.14
	Samar (Western)	123919	Lokilokon ES	5	26	84.42	70.96	68.85	82.69	78.72	86.15	78.85
	Samar (Western)	123920	Mangcal PS	5	25	29.40	40.00	34.40	48.00	48.00	40.80	39.38
	Samar (Western)	123921	Minarog PS	6	8	68.13	70.63	72.50	72.50	55.00	70.83	67.92
	Samar (Western)	123922	Pabanog ES	4	55	65.18	64.00	77.09	81.32	78.30	79.15	72.61
	Samar (Western)	123924	Patag PS	6	17	82.35	70.00	97.06	69.41	84.32	74.90	78.89
	Samar (Western)	123925	Pequit ES	5	25	82.38	67.31	79.23	72.69	87.43	75.92	77.65
	Samar (Western)	123926	San Isidro ES	5	30	72.00	73.17	76.00	86.67	70.00	81.56	75.59
	Samar (Western)	123928	Tabucan PS	6	7	78.57	63.57	72.86	87.14	76.19	66.67	73.18
	Samar (Western)	123929	Tenani IS	5	34	85.15	68.38	93.82	75.59	85.10	98.23	83.50
	Samar (Western)	123930	Tigbawon ES	5	36	76.11	65.42	61.67	78.61	67.04	85.00	72.38
	Samar (Western)	123931	Tula PS	6	12	72.08	33.75	59.17	71.67	65.56	43.89	56.30
	Samar (Western)	123932	Wright I CS	4	58	62.41	48.36	45.00	58.97	61.38	61.03	56.57

APPENDIX C-2

LETTERS/DOCUMENTS SENT TO DepEd-NETRC REQUESTING PERMISSION TO USE THE NAT-III RESULTS

Department of Education
National Education Testing and Research Center
National Achievement Test - Grade Three (SY2009-2010)

REPORT: MEAN PERCENTAGE SCORE BY SUBJECT AREA AND TOTAL TEST
SCOPE: WRIGHT I DISTRICT (WESTERN SAMAR)

REGION	DIVISION	SCHID	SCHOOL NAME	CLUSTER	n	READING COMPREHENSION		GRAMMAR		SCIENCE	MATHEMATICS	OVERALL
						ENGLISH	FILIPINO	ENGLISH	FILIPINO			
Eastern Visayas Region	Samar (Western)	123909	Apolonia ES	6	20	94.50	99.00	58.50	87.50	85.33	99.67	93.39
		123911	Balbagan PS	5	5	91.00	91.00	98.00	94.60	85.33	96.00	92.00
		123912	Bato ES	5	27	94.81	100.00	99.25	90.00	93.09	100.00	96.50
		123913	Binogho ES	5	29	95.34	92.07	91.03	94.48	88.74	94.71	92.84
		123915	Cantaguic PS	6	13	91.15	96.92	98.46	97.69	84.10	99.49	94.19
		123916	Cantao-An PS	6	3	60.00	45.00	33.33	53.33	53.33	48.89	50.00
		123917	Cawayan PS	6	9	92.78	80.00	80.00	88.89	88.15	80.00	85.19
		123918	Lipata ES	5	31	93.87	78.71	95.48	90.97	92.04	96.24	88.78
		123919	Lokilokon ES	5	31	84.84	81.29	85.16	65.81	83.44	96.34	83.66
		123921	Mirarog PS	6	8	75.00	74.38	68.75	90.00	92.50	100.00	84.03
		123922	Pabanog ES	5	54	86.06	90.74	97.22	96.46	90.99	85.56	89.57
		123924	Patag ES	6	18	94.44	98.06	79.44	87.22	85.19	85.56	89.75
		123925	Pequit ES	5	33	93.94	84.70	95.45	94.24	91.31	99.39	92.56
		123926	San Isidro ES	5	25	78.80	80.40	62.80	97.60	85.60	88.80	81.16
		123928	Tabucan PS	6	11	92.73	89.09	91.82	74.55	88.48	87.88	88.28
		123929	Tenani Integrated	4	76	99.28	98.88	99.08	89.21	92.02	99.39	96.86
		123930	Tigtawon ES	5	39	94.23	89.10	87.95	89.23	78.80	98.97	90.06
		123932	Wright I CES	4	60	89.17	82.00	80.00	75.50	76.56	82.11	81.76

APPENDIX C-1
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 15, 2010

The Principal
Wright II Central Elementary School
Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires for a pilot test to the grade III teachers and grade III pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) TRINIDAD P. BACO
Principal, Wright II Central Elem. School

APPENDIX C-2
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 15, 2010

The Principal
Casandig Elementary School
Casandig, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires for a pilot test to the grade III teachers and grade III pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ELISA B. ABALOS
Principal, Casandig Elem. School

APPENDIX C-3
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 15, 2010

The Head Teacher
Tutubigan Elementary School
Tutubigan, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires for a pilot test to the grade III teachers and grade III pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) LIGAYA VENTABAL
Head Teacher, Tutubigan Elem. School

APPENDIX C-4

LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Wright I Central Elementary School
Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ERLINDA A. ABADIANO
Principal, Wright I Central Elem. School

APPENDIX C-5
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Apolonia Elementary School
Apolonia, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ALMA D. ZARTIGA
Principal, Apolonia Elem. School

APPENDIX C-6
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Head Teacher
Bato Elementary School
Bato, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) MARY GEM L. PAET
Head Teacher, Bato Elementary School

APPENDIX C-7

LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Binogho Elementary School
Binogho, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ANUNCIACION G. BRU
Principal, Binogho Elementary School

APPENDIX C-8
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Lipata Elementary School
Lipata, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) LUZVIMINDA C. TABONES
Principal, Lipata Elem. School

APPENDIX C-9
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Lokilokon Elementary School
Lokilokon, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) CRISTITA T. MARABUT
Principal, Lokilokon Elem. School

APPENDIX C-10
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Pabanog Elementary School
Pabanog, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) **MARILYN D. CARDOSO, Ph. D.**
Dean, College of Graduate Studies

APPROVED:

(SGD) ROSARIO O. ABAWAG
Principal, Pabanog Elem. School

APPENDIX C-11
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Teacher-in-Charge
Patag Elementary School
Patag, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ROQUESA A. GABON
Teacher-in-Charge, Patag Elem. School

APPENDIX C-12
LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Pequit Elementary School
Pequit, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) MANUELA T. ABEGONIA
Principal, Pequit Elem. School

APPENDIX C-13

LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Head Teacher
San Isidro Elementary School
San Isidro, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD)ROWENA L. BABON
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) JOCELYN D. CASILLA
Head Teacher, San Isidro Elem. School

APPENDIX C-14

LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Principal
Tenani Integrated School
Tenani, Paranas, Samar

Madam:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPROVED:

(SGD) ROWENA E. CABANGUNAY
Principal, Tenani Integrated School

APPENDIX C-15

LETTER REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL, HEAD TEACHERS AND TEACHER IN-CHARGE TO FIELD QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 8, 2010

The Head Teacher
Tigbawon Elementary School
Tigbawon, Paranas, Samar

Sir:

I have the honor to request permission from your good office to administer my survey questionnaires to the grade III teachers and grade IV pupils in your school.

This request is made in connection with the study I am undertaking on "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", in partial fulfillment of the requirements for the degree in Master of Arts in Education major in Elementary Education at Samar State University, Catbalogan, Samar.

Anticipating for your favorable actions in this request.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

Recommending Approval:

(SGD) **MARILYN D. CARDOSO, Ph. D.**
Dean, College of Graduate Studies

APPROVED:

(SGD) HELARIO P. ABALOS
Head Teacher, Tigbawon Elem. School

APPENDIX D-1

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 15, 2010

The District Supervisor
District of Wright II
Paranas, Samar

Madam:

Greetings!

The undersigned is pursuing a Master of Arts in Education (MAEd) degree with major in Elementary Education at the Samar State University, Graduate School, Catbalogan, Samar and currently conducting a study entitled "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", as one of the requirements for graduation.

In this connection, she requests permission from your good office to field her instrument for a pilot test in the district particularly in Wright II Central Elementary School and other schools under your jurisdiction utilizing grade III teachers, grade III pupils and their parents.

Thank you for considering this request with a favorable response.

Best regards and more power!

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

APPROVED:

(SGD) GEMMA D. LLAUDER
District Supervisor

APPENDIX E

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 13, 2010

The Schools Division Superintendent
DepEd-Division of Samar
Catbalogan, Samar

Sir:

Greetings!

The undersigned is pursuing a Master of Arts in Education (MAEd) degree with major in Elementary Education at the Samar State University, Graduate School, Catbalogan, Samar and currently conducting a study entitled "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", as one of the requirements for graduation.

In this connection, she requests permission from your good office to conduct the study in the Division of Samar, particularly in the District of Wright I and some complete elementary schools of Wright II District, Paranas, Samar, among its grade III teachers and grade IV pupils.

Thank you for considering this request with a favorable response.

Best regards and more power!

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

APPROVED:

(SGD) ALFREDO D. DACURO, Ph. D., C.E.O. VI
Schools Division Superintendent

APPENDIX F

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 5, 2010

The District Supervisor
District of Wright I
Paranas, Samar

Sir:

Greetings!

The undersigned is pursuing a Master of Arts in Education (MAEd) degree with major in Elementary Education at the Samar State University, Graduate School, Catbalogan, Samar and currently conducting a study entitled "Correlates of Pupils' Performance in the National Achievement Test (NAT)-Grade III in Wright I District", as one of the requirements for graduation.

In this connection, she requests permission from your good office to field her instrument in the district under your jurisdiction among grade III teachers, grade IV pupils, and their parents. Further, she requests permission to get access to pertinent records in the district, especially records of grade III pupils and 2009-2010 NAT results.

Thank you for considering this request with a favorable response.

Best regards and more power!

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

APPROVED:

(SGD) FELIX D. ACONG, Ed.D.
District Supervisor

APPENDIX G

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

QUESTIONNAIRE FOR TEACHERS

December 6, 2010

Dear fellow teacher,

The undersigned is presently working on a thesis entitled "Correlates of Pupils' Performance in the National Achievement Test (NAT) - Grade III in Wright I District."

In this regard, you have been chosen as a valued respondent to this study. Please help me obtain the pertinent data by answering the attached questionnaire to the best of your knowledge and ability.

Rest assured that your identity and the information you will give through this questionnaire will be kept confidential and will be used for research purposes only.

I am very grateful for your kind assistance in this undertaking.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

QUESTIONNAIRE FOR TEACHERS

I- PERSONAL PROFILE

Direction: Answer the following questions by writing or checking the spaces provided for.

1. Name: _____ 2. Age: _____
3. Sex: ____ Male ____ Female
4. Civil Status: ____ Single ____ Married ____ Separated
5. Educational Background:
   - ____ Doctoral Degree
   - ____ MA Degree + Doctoral units
   - ____ MA Degree
   - ____ Bachelor's Degree + MA units
   - ____ Bachelor's Degree
6. Teaching Experience: _____
7. In-Service Trainings/Seminars Attended (last 3 years):

Level	No. of Times	No. of Days
National		
Regional		
Division		
District		

8. 2009-2010 Performance Rating: _____
9. Average Monthly Income: Your own Income: PhP _____
   Your Spouse's Income: PhP _____
10. Available facilities and IMs:
    - No. of pupils _____ No. of teacher's table _____
    - No. of desks _____ No. of computers _____
    - Sets of table and chairs ____ No. of Science kits _____
    - No. of blackboards _____

IMs	Number/Pieces			
	English	Math	Science	Filipino
Textbooks				
Workbooks				
Charts				
Pictures/illustrations				
Flashcards				
Review Materials				
Practice sheets				

II- ATTITUDE TOWARDS TEACHING

Direction: Below are indicators of attitude of teachers towards teaching. Which one apply to you? Express your agreement by checking (/) the box opposite each indicator by using five point Likert scale below.

5 - Strongly Agree (SA)
4 - Agree (A)
3 - Uncertain (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

Attitude Indicators	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I love to teach and I love my pupils.					
2. I report to my class on time.					
3. I don't want to waste teaching time, so I prepare my board work and instructional materials a day before the class.					
4. I see to it that my pupils enjoy while they are learning, so I make attractive and motivating visual aids to enhance their interest in the class.					
5. I group my pupils according to their level so I can assist them in the learning process as well as being considerate to individual differences.					
6. I want my pupils to master the day's skills so I give them homework everyday.					
7. I encourage everyone to participate during recitation period.					
8. I see to it that my pupils enjoy in class and that they realize that learning is fun.					
9. I am worried when problems arise in the class especially those that affect pupils' achievement.					
10. I have good relationships with parents, stakeholders, as well as my pupils.					

III- TEACHING COMPETENCE

Direction: Below are indicators of teaching competence of the lesson. How good are you? Please rate yourself by checking the appropriate box opposite each indicator using the scale below.

5 - Extremely Competent (EC)
4 - Highly Competent (HC)
3 - Moderately Competent (MC)
2 - Slightly Competent (SC)
1 - Not Competent (NC)

Teaching Concerns	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Provides adequate multi-level (easy adequate, difficult) materials relevant to the specified objectives.					
2. Motivates pupils effectively.					
3. Discusses lessons in such a way that pupils could easily understand.					
4. Demonstrates/performs different activities related to lessons enthusiastically.					
5. Provides interesting activities appropriate to the levels of the pupils.					
6. Motivates the learners to acquire the knowledge skills and attitudes.					
7. Addresses individual differences through multi-ability grouping and maximum utilization of multi-level materials.					
8. Shows good command of any instruction and provides adequate opportunities for interaction.					
9. Relates prerequisite learning with the learning tasks specified objectives.					
10. Provides guided and independent practice and application of new learning in real life situations.					

IV- STRATEGIES EMPLOYED TO PREPARE PUPILS FOR THE NAT

Direction: Below are the possible strategies to prepare the pupils for the NAT to obtain high performance. Which ones did you utilize in your own class? Rank the strategies from 1 to the last strategy where 1 signifies most commonly employed and 6 the least employed.

Strategies:

_____ Encourage pupils to self-review.
_____ Saturday review.
_____ Tutorial/remedial sessions.
_____ Simulated sessions.
_____ Using review exercises.
_____ Attend private review centers.

VI- PROBLEMS OF PUPILS IN PREPARING FOR THE NAT

Direction: Below are the common problems experienced by pupils relative to their preparation for the NAT. Which ones are true to your pupils? Please check (/) the box opposite each problem using the scale below:

5 - Extremely felt (EF)
4 - Highly Felt (HF)
3 - Moderately Felt (MF)
2 - Slightly Felt (SF)
1 - Not Felt (NF)

	Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
1	Inattentive while review classes is going on.					
2	Dependent with the answers of others.					
3	Lack of interest to pass by just guessing the answer					
4	Inability to read well and comprehend					
5	Cannot follow instructions.					
6	Negative attitude towards the test.					
7	Irregular in attendance					
8	Got easily tired in shading the circles of the answer.					
9	No observance of correctness and neatness in their work.					
10	Unsupportive parents.					

Thank you very much!

The Researcher

APPENDIX H

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

QUESTIONNAIRE FOR PARENTS

Disymebre 6, 2010

Hinigugma ko nga kag-anak,

Maupay nga adlaw!

Nangangaru unta ako hin guti-ay niyo nga panahon pagbasa hini nga mga pakiana ha ubos. An iyo hul-os nga kooperasyon in makakabulig pagbiling hin paagi pagbulig hit aton mga eskwela bahin han ira hibabruan labi na gud an ira estado og perpormans han mga eksamin han iba-iba nga asignatura.

Ginsisiguro ko nga waray anuman nga problema it iyo hingangadtuan hit iyo pagbaton hini nga mga pakiana, lugod makakabulig pa kamo hit aton mga anak pagbiling hin paagi nga mabuligan hira nga umuswag pa it ira kakayahan og performans ha iba-iba nga mga eksamin.

Salamat han iyo kooperasyon.

Very truly yours,

(SGD) **ROWENA L. BABON**
Researcher

QUESTIONNAIRE FOR PARENTS

I- PROPAYL

Direksyon: Alayon pagbaton pinaagi hin pagsurat o pagtsek (/) ha sulod han kahon.

1. Ngaran: _____ 2. Edad: _____

3. Kinatawo: _____ Lalaki
_____ Babaye

5. Naabot nga pag-aradman:

- ☐ Gradwado ha Kolehiyo
- ☐ Kolehiyo pero dire Gradwado
- ☐ Gradwado hin Hayskul
- ☐ High School pero dire Gradwado
- ☐ Gradwado han Elementarya
- ☐ Elementarya pero dire Gradwado
- ☐ Waray pakaeskwela

6. Pakabuhi:

- ☐ Parag-uma
- ☐ Parapangisda
- ☐ Nagtitinda (sari-sari)
- ☐ Drayber
- ☐ Labandera
- ☐ Karpentero
- ☐ Enhenyero
- ☐ Opisyal han bungto/baryo
- ☐ Nars
- ☐ Mekaniko
- ☐ Ahente
- ☐ Magturutdo
- ☐ Laborer (Trabahador)
- ☐ Guardiya
- ☐ Sundalo
- ☐ Pulis
- ☐ Negosyante
- ☐ Bombero
- ☐ Emplyedo han gobyerno
- ☐ Manager
- ☐ Overseas contract worker
- ☐ Panadero

7. Kita kada Bulan, Imo: _____ ; Kanan Imo Asawa: _____

II- PANAN-AW/ATITYUD BAHIN HAN EDUKASYON

Direksyon: Ha ubos mababasa ini nga indikeytor o panigamnan han imo panan-aw bahin han edukasyon o pag-aradman. Naabuyon ka ba hini o dire? Alayon pagtsek (/) an kahon nga atbang han kada indikeytor o panigamnan gamit an iskala ha ubos.

5 - Hul-os nga Naabuyon (HN)
4 - Naabuyon (N)
3 - Diri Sigurado (DS)
2 - Diri Naabuyon (DN)
1 - Hul-os gud nga Dire Naabuyon (HDN)

Mga Indikeytor	5 (HN)	4 (N)	3 (DS)	2 (DN)	1 (HDN)
1. Karuyag ko it mga anak makatapos hin kurso					
2. Karuyag ko it mga anak mahibaro hit pag-aram					
3. Karuyag ko nga suportahan an pag-aram hit akon anak.					
4. Nabulig ako han mga proyekto pagpauswag han eskwelahan.					
5. Karuyag ko nga pirme api it mga anak hit mga aktibidades nga ginbubuhat ha eskwelahan.					
6. Akon susuportahan an bisan ano man nga balaud ug mga regulasyonis agpakaupay han eskwelahan.					
7. Karuyag ko nga permi mangingiskwela it mga anak.					
8. Karuyag ko mahibaro-an an kalidad han mga anak pinaagi hin pag-aatendir hit PTA meeting ngan hin pagbisita ha eskwelahan ngadto hit ira magturotdo.					
9. Karuyag ko nga permi my homework it kabataan para mag-aaram pag0uli ha balay.					
10. Karuyag ko it anak permi maeskwela kontra lugod aada la estambay nga nadadara hit barkada.					

III- MGA PROBLEMA HIT MGA ESKWELA PAG-ANDAM PARA HIT NAT

Direksyon: Ha ubos in mga problema hit mga eskwela hit ira pag-andam para hit NAT. Hain dinhi it problema hit imo anak? Alayon pagtsek (/) it kahon atubang hit problema gamit it iskala ha ubos.

5	-	Hul-os nga Nauyon	(HN)
4	-	Nauyon	(N)
3	-	Dire Sigurado	(DS)
2	-	Dire Nauyon	(DN)
1	-	Hul-os nga Dire Nauyon	(HDN)

	Mga Problema	5 (HN)	4 (N)	3 (DS)	2 (DN)	1 (HDN)
1	Waray it akon anak interes pamati kon nagkakamay-ada hin review.					
2	Nangungupya nala hiya ha iba.					
3	Waray hiya pagtalinguha nga makapasar kundi an pagtigo-tigo la han baton.					
4	Dire hiya nakakabasa ngan dire hiya nakakasabot hit ginbabasa.					
5	Dire hiya nahibabaro han tama nga pamaagi han pagbaton han eksamin.					
6	Waray hiya panginlabot parti hit mga eksamin.					
7	Waray hiya interes pag-eskwela ha kada adlaw.					
8	Madali hiya butlawon hit pag "shade" han mga baton.					
9	Masamok ngan dire hiya malimpyo mag-shade ug hit pag "fill-up" han papel.					
10	Waray kami suporta ha amon mga anak.					

Damo nga salamat!

Tikang han Researcher

APPENDIX I

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

TALATANUNGAN PARA SA MGA MAG-AARAL

Disyembre 6, 2010

Mahal kong Mag-aaral,

Maligayang Bati!

Ang inyong lingkod ay may isinasagawang pananaliksik tungkol sa mga sagabal ng kakayahan ninyo para sa National Achievement Test (NAT) para sa mga mag-aaral sa ikatlong baitang. Mangyari ay tulungan ninyo akong malikom ang mga kaukulang datos o impormasyon upang matugunan ang sulirnaning ito tungo sa ikalulutas nito.

Pakisagot ang talatanungang ito sa abot ng iyong makakaya.

Maraming salamat.

Sumasainyo,

(SGD) **ROWENA L. BABON**
Tagapanaliksik

QUESTIONNAIRE FOR PUPILS

I- PROPAYL

Panuto: Sagutin ang mga tanong sa pamamagitan ng pagsulat ng sagot o pagtsek (/) sa patlang o kahon.

1. Pangalan: _____ 2. Gulang: _____

3. Kasarian: ☐ Lalaki 4. Taas (cm): _____ 5. Timbang (kg): _____

☐ Babae

6. Ilan kayo sa pamilya (kasama ang tatay at nanay): _____

7. Pang-ilan ka sa magkakapatid? Bilugan ang salita o bilang nito:

Panganay 2 3 4 5 6 7 8 9 Bunso

8. Marka: English _____ Science _____
Mathematics _____ Filipino _____

II- SALOOBIN NG MGA MAG-AARAL SA PAG-AARAL

Panuto: Basahin ang mga pangungusap sa ibaba na nagsasabi tungkol sa saloobin mo sa pag-aaral. Alin sa mga ito ang naaangkop sa iyo? Lagyan ng tsek (/) ang kahon sa tapat ng bawat pangungusap sa tulong ng mga iskala sa ibaba.

5 - Lubos na Sumasang-ayon (LS)
4 - Sumasang-ayon (S)
3 - Hindi Tiyak (HT)
2 - Di Sumasang-ayon (DS)
1 - Lubos na Di Sumasang-ayon (LDS)

Mga Indikeytor at Saloobin	5 (LS)	4 (S)	3 (HT)	2 (DS)	1 (LDS)
1. Gusto kong mag-aral ng mabuti.					
2. Gusto kong mag-aaral lahat ng mga aralin.					
3. Gusto kong gumawa at sagutin lahat ng mga takdang aralin.					
4. Gusto kong magbasa ng aklat bago matulog at pagkagising sa umaga.					

Mga Indikeytor at Saloobin	5 (LS)	4 (S)	3 (HT)	2 (DS)	1 (LDS)
5. Gusto kong pumasok ng tamang oras sa paaralan.					
6. Gusto kong sumali sa mga gawain at mga paligsahan sa paaralan.					
7. Gusto kong mag-aral kaysa maglaro kung vacant period.					
8. Gusto kong palaging makakuha ng malaking grado sa pagsusulit.					
9. Gusto kong maging honor pupil.					
10. Gusto kong makatapos ng aking pag-aaral.					

III- INTERES/HILIG SA PAGBABASA

Panuto: Mababasa mo sa ibaba ang mga pangungusap tungkol sa inyong interes sa pagbasa. Lagyan ng tsek (/) ang kahon sa tapat ng bawat pangungusap kung alin dito ang totoo sa iyo.

5 - Palaging Nagbabasa (PN)
4 - Madalas Nagbabasa (MN)
3 - Paminsan-minsan Nagbabasa (PMN)
2 - Bihirang Nagbabasa (BN)
1 - Hindi Nagbabasa (HN)

Mga Indikeytor	5 (PN)	4 (MN)	3 (PMN)	2 (BN)	1 (HN)
1. Kahit anong babasahin ay babasahin.					
2. Binabasa lahat ang mga kinopya sa kuaderno.					
3. Binabasa ang mga aklat na ibinibigay ng guro.					
4. Binabasa lahat ng panuto bago sagutin ang pagsusulit.					
5. Binabasa lahat ng mga babalang nakapaskil sa paaralan.					

IV- KAKAYAHAN SA PAGBASA AT PAG-UNAWA

Panuto: Mababasa mo sa ibaba ang mga pangungusap na nagsasaad tungkol sa iyong binabasa. Lagyan ng tsek (/) ang patlang kung saan alam mong iyon ang inyong kakayahan sa pagbasa at pag-unawa sa inyong binasa.

Kakayahan Mo	Filipino	English
- Nakakabasa ako at nakauunawa sa aking binasa.		
- Nakababasa ako ngunit hindi ako nakakaunawa.		
- Hindi ako nakababasa.		

V- MGA PROBLEMA/SULIRANIN NG MGA MAG-AARAL SA KANILANG PAGHAHANDA SA NAT

Panuto: Basahin ang mga nakasulat sa ibaba na nagsasabi tungkol sa mga nararanasan mong problema sa inyong paghahanda para sa NAT. Lagyan ng tsek (/) ang kahon sa tapat ng bawat pangungusap sa tulong ng mga iskala sa ibaba.

5 - Labis na Nadarama (LN)
4 - Damang-Dama (DD)
3 - Nadarama ng Kaunti (NK)
2 - Medyo Nadarama (MN)
1 - Hindi Nadarama (HN)

Mga Problema	5 (LN)	4 (DD)	3 (NK)	2 (MN)	1 (HN)
1. Wala akong interes kung balik-aral sa NAT.					
2. Hindi ko alam ang tamang sagot kaya nango-ngopya nalang ako sa iba.					
3. Wala akong interes na pumasa kaya hinuhulaan ko nalang ang tamang sagot.					
4. Hindi ako makabasa ng mabuti at lalong hindi nakakaintindi sa binabasa.					
5. Hindi ako makasunod ng mga paraan kung paano ang pagsagot.					
6. Wala akong hilig sa mga pagsusulit.					
7. Hindi ako pumapasok araw-araw.					

Mga Problema	5 (LN)	4 (DD)	3 (NK)	2 (MN)	1 (HN)
8. Madali akong mapagod sa pagshade sa mga bilog ng tamang sagot.					
9. Marumi ang gawa ko lalo na sa pag-shade ng sagot.					
10. Walang suportang ibinibigay sa akin ng aking mga magulang.					

Maraming Salamat!

Tagapanaliksik

CURRICULUM VITAE

CURRILCUM VITAE

Name	:	**Rowena Llauder Babon**
Date of Birth	:	March 12, 1973
Place of Birth	:	Bagsa, Paranas, Samar
Present Position	:	Master Teacher II
Station	:	Wright I Central Elementary School
		Paranas, Samar
Civil Status	:	Married
Husband	:	Arturo D. Babon
Children	:	Penelope, Alistair, Bryll

EDUCATIONAL ATTAINMENT

Elementary	:	Wright I Central Elementary School
		Paranas, Samar
		1979-1985
Secondary	:	Wright Vocational School
		Paranas, Samar
		Fourth Honorable Mention
		1985-1989
College Education	:	Samar College
		Catbalogan, Samar
		1989-1992

Graduate Studies : Samar State Polytechnic College

Catbalogan, Samar

1995-1997

Graduated : Diploma Certificate in Teaching Science

Leyte Institute of Technology

Tacloban City

1997-1999

Language Teaching (6 units)

Leyte Normal University

Tacloban City

2005

Samar State University

Catbalogan City, Samar

2010-2011

Curriculum Pursued: Master of Arts in Education

Specialization: Elementary Education

CIVIL SERVICE ELIGIBILITY

Philippine Board Examination for Teachers (PBET) 71.12%
Catbalogan, Samar - October 25, 1992

Principals Management Aptitude Test (PMAT) 86%
Tacloban City - February 13, 2009

TEACHING EXPERIENCE/ POSITIONS HELD

Elementary Grade Teacher	-	Sto. Niño Brgy. School Paranas, Samar December 16, 1993 – July 15, 1994
Elementary Grade Teacher	-	Hiduroma Brgy. School San Jose de Buan, Samar July 16, 1994 – November 27, 1994
Elementary Grade Teacher	-	Mangcal Brgy School Paranas, Samar November 28, 1994-July 1, 1999
Elementary Grade Teacher	-	Pequit Elementary School Paranas, Samar July 2, 1999 – July 27, 2001
Elementary Grade Teacher	-	Wright I Central Elementary School Paranas, Samar July 28, 2001 – February 12, 2004
Master Teacher 1	-	Wright I Central Elementary School Paranas, Samar February 13, 2004 – February 11, 2007
Master Teacher II	-	Wright I Central Elementary School Paranas, Samar February 12, 2007 to present

AWARDS/RECOGNITION RECEIVED

Certificate of Recognition	-	Facilitator on Public Accountability and Voter's Education Forum Municipal Auditorium Hinabangan, Samar February 18, 2010
Certificate of Recognition	-	For Active Implementation of the Sports Program of DepEd in the District of Wright I, Paranas Wright I District, Paranas December 18, 2009

Certificate of Recognition	-	Speaker/Facilitator – District Training on Reading Wright I Central Elementary School Paranas, Samar April 11, 2008
Certificate of Recognition	-	Demonstration Teacher – Division Training on the Utilization of Pre-Primers and Primers for Grade I Teachers and School Administrators Redaja Hall, Catbalogan, Samar May 8, 2007
Certificate of Recognition	-	Demonstration Teacher and Facilitator on District Sensitivity Training and Orientation in the Use of GAD Exemplars Wright I Central Elementary School Paranas, Samar August 10, 2007
Certificate of Recognition	-	Outstanding Performance to the Boy-Girl Scouting Movement Binogho Elementary School Paranas, Samar October 26, 2007
Certificate of Recognition	-	Writer in the Development of Modules in Kids Science Program for Pre-school and Grades I - II RTTC, Candahug, Palo, Leyte May 27, 2006

SCHOLARSHIP GRANTS

Reading Education Training Program	Leyte Normal University Tacloban City Summer 1999
Course in Reading and Speech for Teachers	Leyte Normal University Tacloban City Nov. 20, 2004 – March 20 - 2005

SEMINARS/TRAININGS/WORKSHOPS ATTENDED

Public Accountability and Integrity Forum	Municipal Auditorium Hinabangan, Samar February 18, 2010
Basic Course on School-Based Management/ National Educators Academy of the Philippines (NEAP)	RTTC DepEd Regional Office Candahug, Palo, Leyte September 3 - 7, 2009
Teachers' Forum and Groundbreaking For Eastern Visayas Regional Science High School	Samar National School Catbalogan, Samar October 1, 2009
Training on the Reporting and Data Based System for the National Implementation of SReA	Redaja Hall Catbalogan, Samar June 25 - 26, 2009
Seminar Workshop on Science Research Associates (SRA) Reading Program	Redaja Hall Catbalogan, Samar July 24, 2009
Seminar Workshop on Communicative Language Teaching	Redaja Hall Catbalogan, Samar July 3 - 5, 2009
Orientation of School-Based Management and School Governing Council	Municipal Auditorium Paranas, Samar February 11, 2008
Division Training Workshop on School Improvement Plan Formulation (SIP)	Samar National School Social Hall, Catbalogan, Samar November 14-16, 2008
Division Sensitivity Training and Orientation in the Use of GAD Teaching Exemplars	Redaja Hall Catbalogan, Samar July 4 - 6, 2008
Division Training on the Utilization of Preprimers and Primers for Grade I Teachers and School Administrators	Redaja Hall Catbalogan, Samar May 7-8, 2007

Division Training on School Paper Advisers	Redaja Hall Catbalogan, Samar May 29-31, 2007
Writeshop on the Development of Modules in Kids Science Program for PreSchool and Grades I-II	RTTC DepEd Regional Office Candahug, Palo, Leyte May 25-27, 2006
National Training Program for Beginning Reading Teachers	Leyte Park Hotel Tacloban City May 30, 2006-June 4, 2006

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