FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS: A COMPARATIVE STUDY

A Thesis

Presented to

The Faculty of the Graduate Studies

Samar State Polytechnic College

Catbalogan, Samar

In Partial Fulfillment of the Course

of the Requirements of the Degree

Master of Arts in Education

(Administration and Supervision)

LEONORA C. NONO

March, 1998

APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **Master of Arts in Education**, this thesis entitled ***"FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS: A COMPARATIVE STUDY"*** has been prepared and submitted by **LEONORA CABILIN-NONO**, who having passed the comprehensive examination is recommended to oral examination.

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ACKNOWLEGEMENTS

With profoundest gratitude and appreciation, the researcher wishes to acknowledge the valuable contributions of the following persons towards the realization of this study.

Dr. Rizalina M. Urbiztondo, Dean of Graduate Studies for giving the researcher the opportunity to write this thesis;

Dr. Alfredo D. Dacuro, her adviser, for his scholarly guidance in the shaping of this study;

Dr. Marilyn D. Cardoso and Mrs. Alma O. Uy for their consultancy services in the statistical treatment of this study;

Dr. Ulrico B. Mustacisa and Dr. Cresencia A. Mabini, for their valuable comments and suggestions as members of the panel;

The librarians of Samar State Polytechnic College, DECS Regional Office and Leyte Normal University for lending materials needed and other library services;

Mrs. Jocelyn A. Macapañas, for typing and computerizing the manuscript;

Dr. Jesusita L. Arteche, Schools Division Superintendent for giving the permit to study and avail of the necessary records and documents in the Division EMIS

Center;

Mr. Victor S. Ocaña, District Supervisor of Villareal for his encouragement to finish this study;

The administrators and teachers respondents of the 12 districts for their cooperative support in answering the questionnaires;

My loving cousins and friends for helping me distribute and retrieve the questionnaires;

My brothers and sisters, Benny, Julia, Mario and Terry for their moral, spiritual and financial support;

The teachers of Igot Elementary School, Macopa and Nagcaduha, Villareal District for their prayers and inspirations;

Ultimately, to the **ALMIGHTY GOD**, for his loving, kindness, guidance and blessings.

L. C. N.

DEDICATION

to

MR. ERNESTO T. NONO, my beloved husband

to

JOJO, my loving son

to

TATAY and NANAY
(both deceased)

to

JULIA and BENNY
TERRY and MARIO

and to

my nephews NOEL
and RON-RON,
my nieces ESA
and GAYA and Family
and friends whose

support and inspiration
made it possible for
this writer to make
this humble work a
reality, this work
is heartily dedicated.

NORA

ABSTRACT

This study attempted to assess the performance of grade V pupils in the Division of Samar in Filipino and HEKASI and determine its relationship to pupils' scholastic achievement. The study used descriptive-correlational research, twelve districts, 305 teachers and 818 grade V pupils. In both measures, the performance in an achievement test and scholastic achievement, the pupil-respondents scored higher in Filipino than in HEKASI. These findings pointed to the fact that Filipinos are easier than HEKASI. In both subjects, Filipino and HEKASI, the pupils' mean performance and scholastic achievement differed significantly. The GPA of the grade V pupils tended to be very much higher than their mean performance in the achievement test. In the achievement test, the grade V pupils performed equally well in Filipino and HEKASI. It can be concluded that language facility in Filipino influenced their performance in HEKASI, this subject being taught in Filipino. Comparing performance in achievement and scholastic achievement was inconclusive, unsound and incongruent because of the nature of the two measures. Aside from the issue of language of instruction, HEKASI and Filipino teachers should consider and address their factors which were discovered that affect the teaching and learning of the two subjects.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

In the past,when attitudes towards education were strongly positive, it rarely occurred to anyone to seek out examples of "effective schools". It was assumed that most schools were good, and the "ineffective schools" did not exist. This was especially true in the 1960"s. The picture changed, however, when people began complaining about the quality of graduates that schools were producing. This sparked the interest in determining what factors contribute to quality education.

The primordial concern of school officials and teachers is to attain quality of education in this country. They are aware of the fact that results of the different sets of examination given to school childrene were below par (Camoral, 1995: 51).

Towards the improvement of the product of our schools, the Department of Education, Culture and Sports (DECS) has launched many programs and projects. In the elementary level, for instance, the Bureau of Elementary Education embarked on the Program for Decentralized Educational Development otherwise known as PRODED in 1982.

But the quality of the output of our school system is

still poor. It is even poorer that the output of our schools twenty or thirty years ago. One study showwed that our college graduates today were only equivalent to the second year level of the 1950's vintage (Abrugar, 1995: 52).

There have been studies conducted to assess the performance of the Philippine education and training system with particular focus on Quality and Relevance. The most recent one is the EDCOM. The EDCOM is the Congressional Commission to Review and Assess Philippine Education created by a Joint Resolution of the Eight Philippine Congress on June 17, 1990. Five congressmen and five senators composed the Commission with the chairman of the Senate Committee on Education and the chairman ofthe House Committee on Education. Its over-all impression is that the quality of our educational system has become substandard producing unqualified elementary and high school graduates (Lopez, 1992: 137).

The quality of instruction is the determinative factor in any social studies program. Courses of study, reading materials, equipment, and attractive rooms are important; good supervision and administration contribute to the success of instruction (Bradwein, 1968: 118).

One of the determinants of quality education is the teacher. The teacher in our educational system holds the

central position in its spectrum. For this reason, his training must be one of the state's greatest concern. The untrained teacher is a community liability. Santos (1983: 511). Affirmed that modern educators must keep on moving forward, formulating modern methods and innovative techniques suited to the pressing demands to modern society. It could not be denied that as teaching innovations develop, it becomes increasingly imperative that teachers grow on the job.

Quoted statement from Keyshian vs. Board of Regents, 305 vs. 589, 1967 in Today's Education No. 1970. states (Dizon, 1976: 59):

> . . . the classroom is a market place of ideas where the nation depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth out of multitde of tongues, rather than through any kind of authoritative selection . . .

With this view in mind, the educational system really needs competent teachers to effect quality education. It means appraising their performance to measure their competence to develop fully young minds and turn them into useful and competent members and future leaders of their own community and the nation as well.

Another determinant of quality instruction is the medium of instruction which is an ally of the teacher in putting across content. Studies on the effect of the

language of instruction on pupil learning showed that Filipino compared to English as the medium of instruction appears to produce more gains in pupil learning (Bussel, 1967: 15 and Cortes, 1987: 103). Furthermore, pupils exhibit more enthusiam and final learning easier when Filipino is used as the language of instruction (Cortes and Soegiarto, 1986: 250).

These research studies do indicate that the continued use of English as medium of instruction is partly the explanation for the pervasively low levels of academic achievement among our pupils and the inability of our schools to develop a strong sense of nationhood.

Filipino and Heograpiya, Kasaysayan, Sibika (HEKASI) are among the important subjects in the New Elementary School Curriculum. They require extensive and intensive study, and because of their rapidly increasing and changing content, they require constant addition and revisions.

As observed in the elementary schools especially in the intermediate grades, there are children who are good in HEKASI but poor in Filipino and the other subjects. There are also children who have good grades in other subjects but have low grades in HEKASI and Filipino. This is quite intriguing for the researcher since popular assumptions postulate that with Filipino as the medium, the teaching of

learning areas taught in Filipino is easier. But observations tell us that this is not quite time all the time.

With the aforecited situation, the researcher was motivated to undertake this comparative study on the Filipino and HEKASI performance and to relate this with scholastic achievement of grade five pupils in the Division of Samar to verify, confirm or negate this theory. Furthermore, the findings of this study would give us insights into the performance of pupils in Filipino and HEKASI, in comparison to their Scholastic Achievements and thereby guide the administrators in encouraging teachers to strive to reconcile learning HEKASI in Filipino and achievement in HEKASI, for better quality instruction. The results of this study may also lead to some conclusions from which possible recommendation maybe drawn for the maintenance and redirection of certain aspects of administration and supervision.

Statement of the Problem

This study attempted to assess the performance of grade V pupils in the Division of Samar in Filipino and HEKASI and determine its relationship to pupils' scholastic achievement. Specifically, it sought to answer the following questions:

1. What are the performance of the grade V pupils in the Division of Samar in Filipino and HEKASI as measured by the Division Achievement Test?

2. Is there a significant difference between the pupils' performance in Filipino and HEKASI in terms of mean scores?

3. What is the scholastic achievement of grade V pupils in Filipino and HEKASI in terms of grade point average (GPA)?

4. Is there a significant diffeence between the pupils' mean performance in Filipino and HEKASI and their scholastic achievement in both subjects?

5. Is there a significant relationship between the pupils' performance and scholastic achievement in Filipino and HEKASI?

6. What other factors affect the performance of grade V pupils in Filipino and HEKASI as perceived by the teachers?

7. What implications to curricular redirections and language policy maybe derived from the findings of the study?

Hypotheses

From the specific questions, the following null hypotheses were formulated.

1. There is no significant difference between pupils' performance in Filipino and HEKASI in terms of mean scores.

2. There is no significant difference between the pupils performance in Filipino and HEKASI and their scholastic achievement in both subjects.

3. There is no significant relationship between the pupils performance and scholastic achievement in Filipino and HEKASI.

Theoretical Framework

This study is based on three basic principles, underlying the New Elementary School Curriculum (MECS Order No. 6, s. 1982, Inclosure No. 1, The New Elementary School Curriculum, 103) as follows:

1. The NESC orients elementary education to national development and reflects research-based direction (PCSPE, SOUTELE, EEEP) and surveys of outcomes of elementary education were created to analyze the performance of the education system with reference to national development goals and to recommend specific ways of improving the sytem and identify critical areas for more detailed research.

2. It is addressed to civic, intellectual and character development. Its scope covers the general education of the child as a humane person, as a citizen and as a productive agent.

3. Its thrust is on intellectual growth through which human, civic, economic, cultural development are enhanced; NECS is a return to the basics.

The Bilingual Education Policy of 1974 states that mathematics, science and English shall be taught in English; all others, in Pilipino, now Filipino.

The effect of this policy finds support in the following report of the Presidential Commission to Survey Philippine Education Special Area Group for Curriculum:

> . . . in places where the vernacular or Pilipino used in discussions, enthusiastic response was elicited from the pupils. The English medium was observed to be a handicap when pupils were asked thought - provoking questions. Pupils reluctance to participate in classroom discussion was due to their lack of confidence in reciting because of poor command of the English language (1970: 11).

The old curriculum was also based on the similar principle since they were derived from both the 1935 constitution although worded diffirently and were in more general and perhaps less poetic terms.

One more significant tenet is, the NECS as embodied in this MECS order has the following features:

- fewer learning areas, emphasis on mastery learning.
- more time alloted to the development of basic skills, especially the 3'rs in the lower grades.

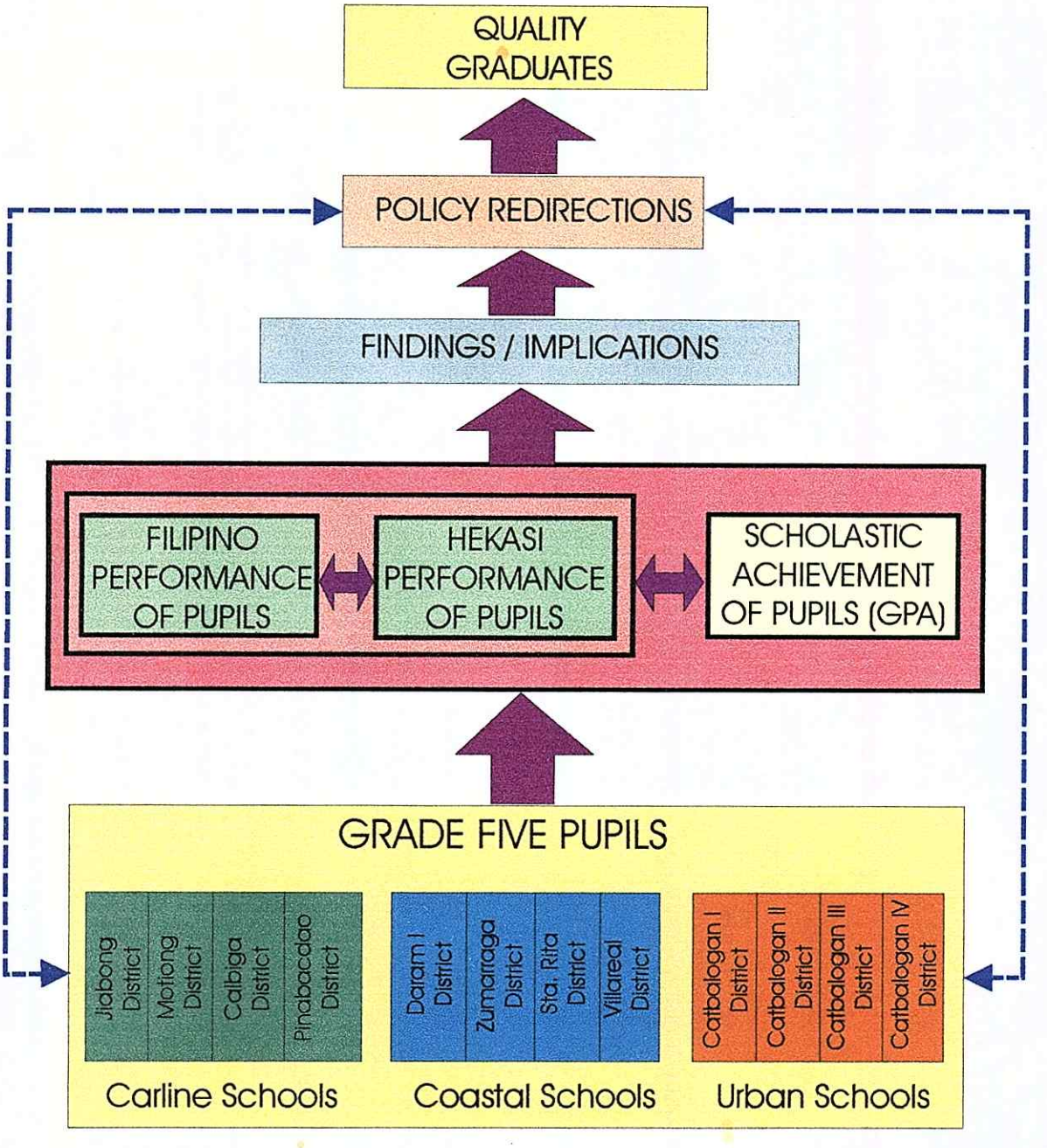

Figure 1. The Schema of the Conceptual Framework showing the hypothesized relationship between Pupil's Performance in Filipino and HIKASI and Scholastic Achievement.

which is the distal goal of the study, more specifically the improvement of achievement in HEKASI and Filipino.

Significance of the Study

This study was undertaken for the interest of the following individuals. This study would provide feedback to the curriculum experts as far as the New Elementary School Curriculum was concerned in this particular grade and district. This would give them an insight into the performance of the pupils in relation to established standards.

To the Pupils. This study would motivate the pupils in striving for the attainment of quality education. If there was similarity in the performance and scholastic achievement of grade five pupils, then it meant that teachers and pupils were exerting equal efforts in these two subjects. On the other hand, if there was a significant difference in the performance and scholastic achievement of grade five pupils then there was a need for a conscientious redirection of certain aspects of instruction and supervision.

To the Teachers. This would be beneficial in determining whether or not their teaching techniques and procedures would contribute towards the attainment of

quality education. If not, then there is a need for readjustment or change of their teaching strategies.

To the Administrators. The results of this study would help the administrators in assessing the teachers' competence in relation to the requirements for quality education. This would also enable them (administrators) to measure the performance level of the grade five pupils in relation to the targets set by the district in Filipino and HEKASI in grade five.

To the Parents. This performance evaluation would be helpful in ascertaining the actual performance level of their children in relation to the district standards. Knowing the level performance of their level, they would be able to extend the necessary assistance to their children for them to achieve desired goals.

To the Curriculum Experts. This study would give them an insight into the performance of the grade five pupils in relation to established standards. The data would provide bases to redirect, readjust or revamp the curriculum to suit present needs of pupils particularly in Filipino and HEKASI.

To the Policy Makers. This study would help the policy makers to reexamine the present policies for relevance and

quality. Findings would signal them to review and amend existing policies betterment of pupil performance in Filipino and HEKASI.

To the Future Researchers. The results of this study would inspire future researchers to conduct further research on the elementary pupils performances on the other subject areas and recommend to the administrators and teachers appropriate policy redirections or curricular changes in Filipino and HEKASI.

Scope and Delimitation of the Study

This study focused on the performance of grade five pupils in the Division of Samar in Filipino and HEKASI and its relationship to pupils' scholastic achievement. Serving as respondents of this study were 818 pupils in twenty-two grade five classes selected from the different grade five classes in the eleven districts in the Division of Samar and 305 teachers.

The participating districts were: 1) Jiabong, Motiong, Calbiga, Pinabacdao; 2) Daram, Zumarraga, Sta. Rita, Villareal; and 3) Catbalogan I, II, III, IV chosen by purposiye sampling to represent carline, urban and coastal districts, respectively. From each district, the central school and one of its complete barangay elementary school

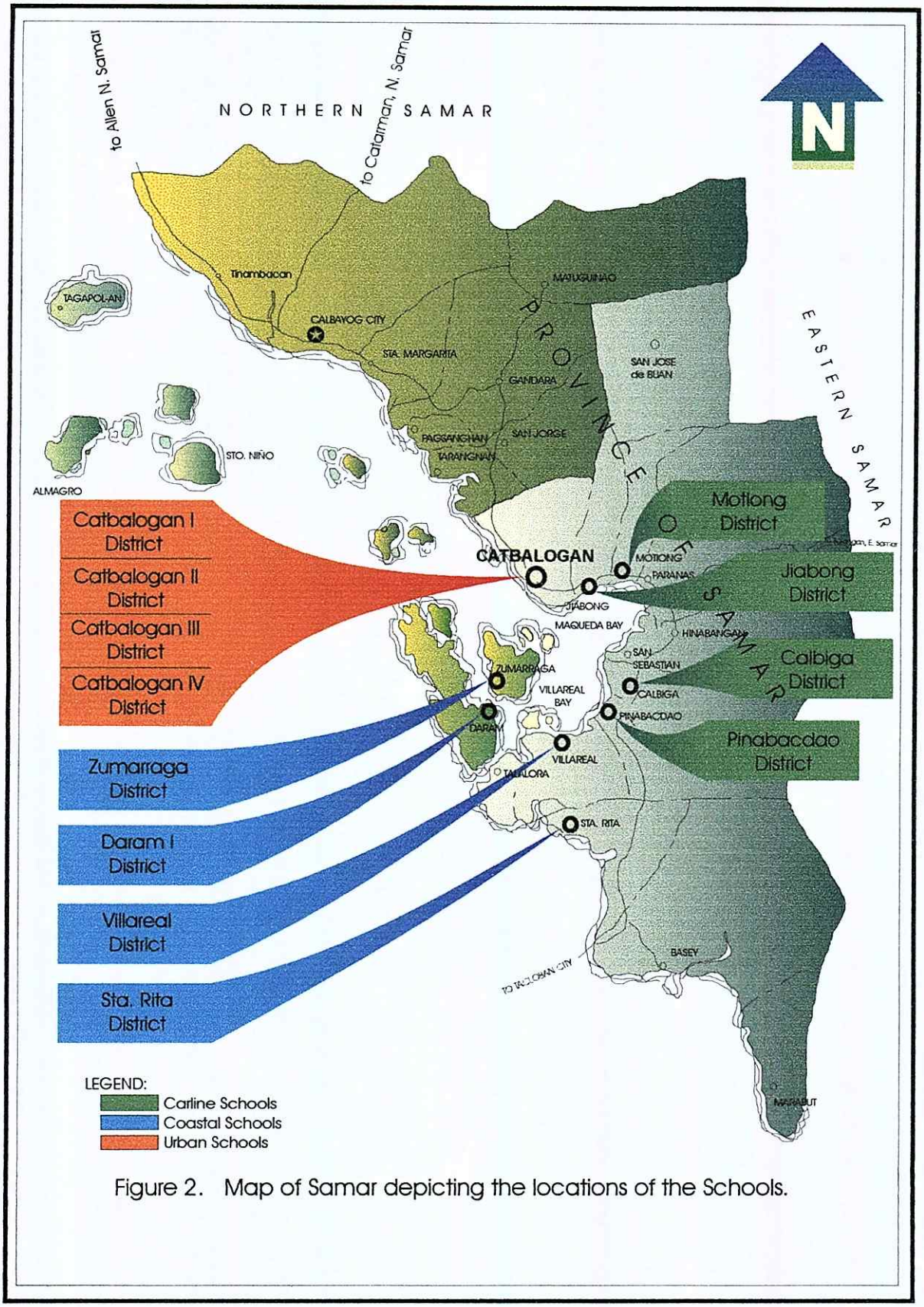

Figure 2. Map of Samar depicting the locations of the Schools.

Table 1

DISTRIBUTION OF THE SAMPLES FROM THE DIFFERENT DISTRICT RESPONDENTS

Districts/Schools	No. of Samples - Teachers			No. of Samples - Pupils		
	Filipino	HEKASI	TOTAL	Filipino	HEKASI	TOTAL
1. Jiabong District Central School	18	18	18	41	41	41
Jia-ann Elementary School				29	29	29
2. Motiong District Central School	16	16	16	31	31	31
Calapi Elementary School				37	37	37
3. Calbiga District Central School	25	25	25	34	34	34
Canticum Elementary School				34	34	34
4. Pinabacdao District Central School	26	26	26	35	34	34
Bangon Elementary School				28	28	28
5. Daram I District Central School	22	22	22	49	49	49
Bagacay Elementary School				43	43	43
6. Zumarraga District Central School	31	31	31	31	31	31
San Isidro Elementary School				31	31	31
7. Sta. Rita District Central School	29	29	29	33	33	33
Old Manunca Elementary School				30	30	30
8. Villareal District Central School	34	34	34	35	35	35
Igot Elementary School				33	33	33
9. Catbalogan I District Central School	26	26	26	40	40	40
Salug Elementary School				28	28	28
10. Catb. II District Central School	33	33	33	35	35	35
Mercedes Elementary School				33	33	33
11. Catb. III District Central School	25	25	25	31	31	31
Bliss Elementary School				29	29	29
12. Catb. IV District Central School	21	21	21	33	33	33
Buri Elementary School				28	28	28
Total	305	305	305	818	818	818

was chosen from which grade v classes were sampled. From the central shool a class of 30 pupils represented by pupils from each section were taken. From the barangay school, the class with at least 30 pupils were likewise taken.

The period of study covered SY 1996-1997.

Definition of Terms

To facilitate understanding, the following words are hereby defined:

Achievement. This refers to the accomplishment or proficiency of a performance in a given skill or body of knowledge (Good, 1973:7). In this study, it refers to the performance of grade V subjects in Division Achievement Testin Filipino and HEKASI.

Achievement Test. This is a test designed to measure the knowledge, skills, values, etc., in a given field taught in school (Good, 1973: 594). Particularly, these tests are referred to as periodical tests in the school level every after a periodic term, district tests given at the end of the school year, and the division tests also administered at the end of the school year. In this study, it refers to the Division Achievement Test presently used in the Division of Samar.

Actual Performance. As used in this study, this pertains to the mean scores of the grade five pupils in the

information and using it to form judgment which term are to be used in decision making (Teabrink, 1974: 7).

Filipino. This is the official language in the Republic of the Philippines. In this study, this is the medium of instruction used in teaching HEKASI and the subjects being compared to HEKASI.

Learning Competencies. These are powers or receiving retaining concepts, data and skills; the comprehensiveness or receptiveness of the mind more generally, for latest change in or actual over modification of behavior of an organism (Good, 1973: 78). In this study, these refer to Minimum Learning Competencies produced by the Bureau of Elementary Education. (BEE).

HEKASI. This is the acronym for Heograpiya, Kasaysayan at Sibika. This is one of the learning areas in New Elementary School Curriculum (NESC) taken up in Grades IV, V and VI.

New Elementary School Curriculum. This is the present curriculum for elementary schools being implemented since school year 1983-1984 with staggered implementation by grade level, supposedly the cure-all of our present educational crisis. Famous for its acronym, NESC is basically a return

to the basics (MECS Order No. 6, s. 1982).

Performance. This refers to the actual accomplishment as distinguished for potential utility (Good,1973: 375). Operationally defined, it is the expected and the actual achievement of Grade five pupils in selected districts in the Division of Samar during the school year 1996-1997.

Scholastic Achievement. This is defined as an accomplishment or proficiency of performance in a given skill or body of knowledge usually designated by test scores or marks assigned by teachers. In this study, it means the average achievement grades of Filipino and HEKASI obtained by the pupils at the end of the school year 1996-1997.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher tried to gather ideas and concepts related to this study. Several books, theses, magazines, periodicals, documents and pamhplets were reviewed and ideas were gathered to give more weight and relevance to this study.

Related Literature

The present quality of education has been found to be sub-standard as evidenced by the results of the Survey of the Outcomes of Elementary Education (SOUTELE), the Philippine Commission to Survey Philippine Education (PCSPE), and the Experimental Elementary Education Program (EEEP). There was a move to revise the curriculum and introduce some educational innovations to upgrade teachers' competencies, thereby improving pupils' achievement, hence the birth of the NESC, or the New Elementary School Curriculum. MEC Order No. 6, s. 1982, deliberately reorients elementary education towards national development and intensify researches for curricular redirection. It covers general education for a stronger foundation of the elementary pupils. Its thrust is on the growth and development of the child with special focus on the 4-H: the

head, the heart, the hand and the health. There is a need to develop the childs' whole personality in order to promote his physical, intellectual and social well-being. Without these essential factors, he cannot become effective in the areas of work, thus crippling his chances for economic progress (MEC Order No. 6, s. 1982).

Quality education according to Elefanio (1978: 23), is the change most needed in education. What people sought to be seeking are ways to improve the quality of education, by prunning the dead elements in the curriculum and by enriching the experiences provided for the learners.

This issue on curriculum or the delineation of subjects would constitute a second area that deserves careful thought. There have been shifts over the years towards conceptual education that focuses on concepts and consciously departs from the traditional subject division in the elelmentary grades. In the old days, students used to learn geography and history. We have done away with country study and chronology in favor of conceptual groupings (such as the concept of "change") within a social studies course. It is appropriate that Social Studies teachers formally evaluate the results of this change and give further thought on possible improvements (Ordillas, 1993: 135).

The intellectualization of Filipino has to depend upon Filipino intellectuals. These intellectuals have to be bilingual in English and Filipino because the main SLI (Source Language for Intellectuallization) of Filipino is English. Textbooks and references in every subject must be written in Filipino. These have to be either straight forward translation of standard textbooks written in English or rehashed materials written in Filipino based on English texts and references.

In pedagogical idiom building, one starts out with the bigger and more difficult concepts and cutting them down to smaller chunks for allocation to the various levels in the schools system. This at once suggests the important principle that intellectualization must start from the top. There must be a respectable written body of knowledge available in Filipino in the five subjects indicated as sources for social studies in the elementary school written in as scholarly a treatment as possible; this puts the burden on Filipino academics and intellectuals to write in Filipino.

The subject in the elementary curriculum where the graded mixture of appropriate basic knowledge and information, a virtual potpourri intended to introduce elementary concepts on the above subjects used to be called

Social Studies when it was taught in English; starting in 1974 when the subject was taught in Filipino, it was called Araling Panlipunan in the bilingual education program. Topics that used to be included in a separate subject called Good Manners and Right Conduct were included in Araling Panlipunan but these topics were again segregated to be included in a separate subject under the values education program of the DECS (Sibayan, 1990, 154).

Mastery learning is a concept that offers a patent approach to reducing failures, maximizing the outcomes of instruction and emancipating both the teacher and the learner from the drudgery of unexciting and unproductive teaching. It also offers a new appproach to student learning which can provide all students with the successful and rewarding learning experiences previously allowed to only few. It proposes that all or almost all students can master that they are taught. The concept of mastery learning is a result of the interpretation of John B. Carrol's model of learning. This model defines aptitudes in terms of measuring the amount of time required to learn a task based on performance levels under the ideal pedagogical conditions. It also proposes that given enough time and assistance every learner will master an assigned task with success (Continuing Self Learning Program for Teachers, Vol.

1, 1985: 46).

Educational measurement is concerned with ascertaining the quality, extent or degree of pupil learning, of teaching effectiveness, or some other facets of education. We can measure pupils' level of achievement through administering and scoring an achievement test. Evaluation in education is the process of judging whether the quality or extent of something as measured is acceptable or desirable in terms of some criteria.

The effectiveness of the schools' educational program undoubtedly would improve from year to year if the school people properly evaluate it. Tests and other means of measurement in the cognitive, psychomotor and affective domains maybe used to secure information about students learning and the effectiveness of the school program (Klausmeir, 1971: 222-224).

To implement the bilingual education policy, the Department of Education and Culture subsequently issued Department Order No. 25, s. 1974; setting guidelines for the implementation of Bilingual Education. In fact, 1987 Philippine Constitution which was reframed and ratified by the present government, still requires bilingual education, as provided in Article XIV, Section 7 this:

> For purposes of communication and instruction, the official language of the Philippines are Filipino and, until otherwise provided by law, English.

In conformity with this constitutional provision, the DECS Secretary Lourdes Quisumbing issued DECS Order No. 52, s, 1987, otherwise known as the 1987 Policy on Bilingual Education. This order provides: "The Policy on Bilingual Education aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels" (Regional Conference Workshop, 1988).

Related Studies

Among the related studies read and reviewed by the researcher for further inquiry on this study were those discussed in the succeeding paragraphs.

Marco (1983) made a study on "Correlation Between Students' Perceived and Actual Learning Difficulties in Mathematics IV". The main objective of the study was to find out if there was a significant relationship between the students' perceived and actual learning difficulties in Mathematics IV. The respondents were 100 fourth year high school students, 56 of whom were males and 44 were females of the Samar State Polytechnic College taking mathematics IV

during the school year 1981-1982. A questionnaire checklist and a teacher-made achievement test were used to gather the needed data. To find out if there existed similarities/differences between the perception of the learning difficulties by the males and females the t-test for correlated mean was used. The same statistical test was used to ascertain the similarities/differences of the actual learning difficulties. The Spearman Rank Difference Correlation was used to determine if correlation existed between the student perception of the learning difficulties and the actual learning difficulties in Mathematics IV. The findings showed that the students' perception of the learning difficulties differs with respect to sex. As revealed by the Mathematics IV Achievement test results, males and females do not differ in actual learning difficulties. There existed a significant positive correlation between the perceived learning difficulties in Mathematics IV and actual learning difficulties in the same subject.

Marco's study is related to the present study since both studies focus on perceived or expected and actual learning. Both used teacher-made tests in gathering the data and the t-test was used in testing the data. They differ, however, in the level of respondents. The former

were high school fourth year student while the latter were grade five pupils. The above study used questionnaire and achievement test for gathering the data while the present study used only achievement tests and the grade point averages. This study centered on Assessing Mathematics alone while the latter on two subjects - Filipino and HEKASI.

A study on elementary pupils achievement was that of Andres (1980). She conducted a study on the correlation between the pupils' performance specifically in elementary mathematics V achievement test and their final scholastic grades. A total of 829 grade fice pupils enrolled in the district of Agandaan, San Guillermo were made as respondents during the school year 1978-1980. The statistical analysis using the correlation between the final grades of the teachers and the performance of the pupils in the achievement test, hence concluding that there was objectivity of the teachers in giving grades. The study also tried to pinpoint out the factors that affect the pupils test results in the achievement test in elementary mathematics and their final grades. A questionnaire checklist was fielded to 16 teachers handling grade five mathematics in the district. This leads to the findings that the reason drawn to explain the low performance of some pupils in the achievement tests was the inavailability of

curriculum materials on the new content.

The study has a similar bearing on the present study since they both deal with the analysis of pupils performance and achievement test results and the respondents are both grade five pupils. However it highly differs with the present study because the present study covered two subjects Filipino and HEKASI while that of Andres focused only on elementary mathematics. The present study analyzed the test results of the division achievement test results while Andres only tried to establish a correlation between the pupil performance and their final scholastic grades.

Perez 1987) made a correlation study on mathematical and language abilities of grade six pupils of the three Central Schools in Catbalogan, Samar. The respondents totalled to one hundred twenty pupils, 60 of whom were males and 60 were females. The Pearson Product-Moment Method of Correlation was used in treating the achievement test results and the t-test of significance was employed to find out whether the obtained correlation fell within the region of acceptance or rejection. Since the computed t-value was lesser than the tabular value the four hypotheses were rejected signifying that the mean achievement scores and the mean scholastic ratings in both mathematics and English were significantly the same. This also meant that the sample

pupils were as good in mathematics as in English.

Perez' study has a similarity with the present study since it used achievement tests in gathering data. However, it differs in the respondents and subjects covered. Perez' study used grade six pupils as respondents with the subjects Mathematics and English while the present study used grade five pupils with the subjects Filipino and HEKASI.

Cananua (1988) made a study on the performance of Grade Two Pupils in the School District of Catbalogan I, Catbalogan, Samar with the end in view of determining whether the performance of the pupils established a difference for the shool, district and division levels of the school year 1986-1987. Her study showed that the grade two pupils achieved better in Filipino than in Sibika at Kultura. The research design used was the analytical - descriptive research method.

This is similar to the present study because it uses the teacher-made achievement test for measuring the performance. There is also a comparison of Filipino and Sibika at Kultura which the present study is also tried to compare. They differed in the respondents because Cananua's study had the grade II pupils in Catbalogan I as respondents while the present study had the grade V pupils who were taking Filipino and HEKASI.

Lipio (1980) conducted a study on the Performance of Second Year College Students in Solving Trigonometric Problems in MNAS for School Year 1979-1980. The respondents were 45 college sophomores. The descriptive survey was used using teacher-made tsts as main instrument in gathering the data. The Chi-square was employed in determining the relationship between students' performance in College Trigonometry and the grade in College Algebra. The findings led to the conclusion that there was a significant relationship between the student performance in solving trigonometric problems and the grade in College Algebra.

Both studies used achievement test in gathering the data on performance. They differed, however, in the level and number of respondents, and the statistical test made. The respondents of the above study were college students in College Trigonometry and College Algebra while the present study were grade five pupils taking Filipino and HEKASI.

Mustacisa (1985) conducted a study on "An Assessment of the National College Entrance Examination (NCEE)". The study focused on the profile of the high school graduates who took the National College Entrance Examination. The statistical tool used was the Pearson Product Moment Correlation.

The above study is similar to the present study since

both focused on assessment of achievement. The analytical type of descriptive research was both employed using achievement tests as one of the instruments in gathering the data. However, they differed in the level of respondents and achievement tests since his study centered on the performance of fourth year students on the national level test while the present study centered on the elementary pupils specifically the grade five pupils in the selected schools in the Division of Samar.

Apacible (1992) undertook a research on the learning difficulties in Mathematics encountered by grade six pupils in the district of Zumarraga. The research design used was the descriptive method of research. The t-test was used to find whether there was a significant difference between the pupils expected mathematical achievement and the pupils actual achievement. The findings revealed a low achievement of the pupils in Zumarraga district in the year 1991-1992.

The aforesaid study is similar to the present study since both dealt with achievement of pupils. They differed in the learning area studied on.

Dublado's (1990) study was on the analysis of the language proficiency of the college freshmen taking up vocational courses in Southern Leyte School of Arts and Trades, and how it was related to their academic achievement

in the social sciences. The findings revealed a significant relationship between the students' perceived problems and their achievement in social science. The statistical treatment used was the Pearson Product Moment Coefficient of Correlation to establish relationship between proficiency and achievement just like the present study.

Bacho's (1991) study which dealt on the factors affecting the NCEE performance of five selected coastal high schools in Samar determined the degree of influence the seven factors had on NCEE performance of students. The statistical treatment used was the Pearson Product Moment (r) to determine their correlation. The findings revealed that there was a high relationship between the NCEE performance and the seven factors associated with it.

This study is similar to the present study because both deal on probing into the factors which caused academic failures and poor performance. The difference was on the variables being treated.

Chapter 3

METHODOLOGY

This chapter describes the methods and research design of the study, the researcher's instrument, the procedure used and the statistics used in the statistical treatment of the data.

Research Design

This study utilized the descriptive-correlational research method. This determined the relationship of the performance of the grade five pupils in Filipino and HEKASI in the Division Achievement Test to their grade point averages in Filipino and HEKASI, making use of questionnaires and documentary analysis as main instruments.

Test scores in the Division Achievement Test in HEKASI and Filipino were comparred to determine if significant variation occurred. The average of this was compared with the grade point average of the grade V pupils for SY 1996-1997 to ascertain the congruency of ratings in both variables. This led to establishing the relationship between pupils' division performance and scholastic achievement in HEKASI and Filipino. Moreover, the study probed into the factors that affect the performance of grade V pupils in Filipino and HEKASI as perceived by the

teachers. The data were gathered by means of questionnaire. The findings were the bases to recommend redirections in the curriculum and in the use of medium of instruction.

Instrumentation

To be able to probe into the problems of this study, a questionnaire and documentary analysis were employed.

Questionnaire. The questionnaire was formulated to answer the sixth question with ease and facility. It was composed of two parts. Part I solicited information related to the personal background of the respondents such as sex and age, subjects taught, position and number of years in teaching HEKASI. Part II was sub-divided into two parts. Subpart 1 focused on the factors that affected the teaching-learning of HEKASI. Subpart 2 focused on the extent the aforesaid factors affected the teaching of HEKASI.

Documentary Analysis. Serving as another instrument in data-gathering, documentary data was resorted to, to look into the permanent records and report on promotions (18-E-2) for school year 1996-1997 to get the grade point average of the respondents in Filipino and HEKASI and the results of the Division Achievement Test in the aforesaid subjects for school year 1996-1997. These data were necessary to answer the specific questions in the study.

Unstructured Interview. This was used to supplement and cross-check the responses made by the respondents. During the administration of the questionnaires, informal interview with teachers was done. Random questions were asked to confirm or negate perceptions of the respondents.

Validation of the Instruments

After the questionnaire was formulated by the researcher, it was passed on to the researcher's adviser for his scrutiny and improvement. The suggestions of the adviser formed basis of refining it. The tentative draft contained predetermined factors which required the respondents to agree or disagree by checking appropriate responses. This was done for easy administration and quick elicitation of responses. Furthermore, the questionnaire was tested out in a dry-run among teachers in Guintarcan Elementary School, District of Villareal. The teachers were requested to answer the questionnaire based on the experience in teaching HEKASI. They were prompted to feel free to suggest other factors or variables that affect the teaching of HEKASI. This preliminary data of the try-out were analyzed if the needed data really surfaced. The suggestions of the validators were likewise studied carefully and were made as bases to refine the instrument. The suggestions dealt with the following: 1) adding other

factors under each heading; 2) grouping of factors into subheading; and 3) making the listing of factors open-ended to allow the respondents to suggest other possible factors. After these suggestions had been considered, final revisions were made. Then, the researcher submitted the final draft to the adviser for its finishing touches.

Sampling Procedure

This study included eleven districts in the Division of Samar chosen using purposive sampling. This was employed to get a cross-section of the different pupils and teachers in different locations to be subjects and respondents on the study. Location was not, however, considered as a variable in the research work.

To determine the schools from where subjects and respondents would be taken, the researcher picked out the central school in the district and one barangay elementary school with a class of 30 pupils or more. The number of pupils was the sole criterion adopted by researcher since most barangay elementary schools in the sample schools did not have enrolment of 30 pupils.

To choose the teacher-respondents, all the teachers teaching HEKASI in the sample schools were taken.

The respondents, therefore, in this study were 360 pupils and 313 teachers.

Random sampling by drawing lots was employed to get the representative sample of pupils in each of the central and barangay elementary schools. Lots were assigned a number. Pupils who drew a numbered lot were chosen as samples. This was done in all the twelve districts in the Division of Samar. The participating districts were Jiabong, Motiong, Calbiga, Pinabacdao, Daram I, Zumarraga, Sta. Rita, Villareal, Catbalogan I, Catbalogan II, Catbalogan III and Catbalogan IV.

Data Gathering Procedure

A prior approval from the Schools Division Superintendent through the District Supervisor was sought to make this research work possible. Permission was also sought to have access to the records in the Division Educational Management Information Sytem (EMIS). The researcher availed of the Division Achievement Test results of the respondents of this study. The mean percentage scores (MPS) were taken from each class. This was recorded. Then, the Reports on Promotions (18-E-2) of the different classes were referred to. The grade-point averages of these classes were taken and recorded. Then the MPS and the grade-point averages were compared.

Statistical Treatment

The data from each school were taken and the mean scores for each were tabulated.

The statistical tool used in this study was the Pearson Product-Moment Correlation of Coefficient wherein the degree of relationship between Filipino and HEKASI performance and grade point average was determined among the three variables.

The most appropriate statistical tool was the Coefficient (r) (Gay, 1981) was resulted to by taking the variables by pairs such as Filipino and HEKASI (r), for x and y variables; (r_2) for x and z variables; and (r_3) for y and z variables. The following is the formula (Gay, 1981: 356):

$$r = \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{Ex^2 - \frac{(Ex)^2}{(N)}}\sqrt{EY^2 - \frac{(EX)^2}{(N)}}}$$

Where:

x = Filipino

y = HEKASI

Z = Grade-point average

Ex = Summation of x

Ey = Summation of y

N = No. of grade V classes in the division

r = Correlation

Legend:

.00 = .20 negligible correlation

.2 = .40 Low correlation

.40 = .70 Substantial correlation

In comparing the MPS and grade point average of the grade five classes, the t-test for non-independent samples was used with the following formula (Walpole, 1982: 254).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)\,S_1^2 + (N_2 - 1)\,S_2^2}{N_1 + N_2 - 2}\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

where:

t = is the computed t-value

$\bar{X}_1$ = is the computed mean for the first group of respondents

X_2 = is the computed mean for the second group of respondents

S_1^2= is the variance of the responses of the first group of respondents

S_2^2= is the variance of the responses of the second group of respondents

N_1= is the number of cases for the first group

N_2= is the number of cases for the second group

To test the significance of the value of r, the researcher used the Fisher's t-test. The Fisher's t-test was used since the number of pupils in each class was only 30. The formula is as follows (L.R. Gay, 1981: 118).

$$t = \frac{D}{\sqrt{\frac{ED2 - \frac{(ED)2}{N}}{N \cdot (N - 1)}}}$$

Where:

t = the test of significance

D = the difference between the paired observation

$\bar{D}$ = the mean of the difference

Since this study was more on behavioral sciences the Alpha level of significance was set at .05 level and certain degrees of freedom (df) as determined later depending on the number of item to be added, represented by n.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of the findings of the inquiry in accordance with the specific problems posed in the study. It presents the performance of grade V pupils in Filipino and HEKASI based on the Division Achievement Test, the scholastic achievement expressed in GPA of the aforesaid pupils in both subjects, the comparison between the performances of the grade V pupils in both subjects and factors that affect the performance of these pupils in both subjects as perceived by their teachers.

Performance of Grade V Pupils in Filipino and HEKASI Based on the Division Achievement Test

Table 1 presents the performance of the grade V pupils in the Division Achievement Test in Filipino and HEKASI in terms of mean percentage score (MPS). The data were taken from the result of the division test in 24 schools involved in the study. As revealed in Table 1, the highest MPS in Filipino is 91.92; and the lowest MPS is 45.61. The average MPS of all respondent schools in the subject is 69.46. On the other hand, the highest MPS obtained in HEKASI is 96.30 and the lowest is 36.72. The average MPS is 66.51.

Table 2

MEAN PERCENTAGE SCORES OF GRADE V PUPILS IN FILIPINO AND HEKASI

School	Filipino	HEKASI
1. Jiabong Central School	75.48	65.52
2. Jia-an Elementary School	54.49	62,13
3. Motiong Central School	79.50	60.58
4. Calapi Elementary School	45.61	46.59
5. Pinabacdao Central School	53.92	61.84
6. Bangon Elementary School	65.18	68.30
7. Calbiga Central School	77.40	64.15
8. Canticum Elementary School	48.49	46.32
9. Zumarraga central School	91.92	96.30
10. San Isidro Elem. School	70.52	73.71
11. Daram I Central School	91.92	80.95
12. Bagacay Elem. School	59.03	74.32
13. STa. Rita Central School	63.46	48.52
14. Old Manunca Elem. School	65.70	42.44
15. Villareal Central School	75. 94	77.81
16. Igot Elementary School	75.94	77.81
17. Catbalogan I Central School	77.20	81.87
18. Salug Elementary School	68.64	50.92
19. Catbalogan II Central School	86.84	95.54
20. Mercedes Elem. School	86.73	91.24
21. Catbalogan III Central School	84.88	70.28
22. Bliss Elementary School	59.04	62.29
23. Catbalogan IV Central School	69.56	60.22
24. Buri Elementary School	52.49	36.72
Σx	1,679.07	1,596.37
Σx^2	121,668.8079	112,333.0693
$\bar{X}_1$	69.96	66.51

Moreover, the mean difference is 2.95 in favor of Filipino. The higher MPS of Filipino may be attributed to the fact that Filipino is the medium of instruction in HEKASI. While

the pupils concentrate learning Filipino as a language,. in HEKASI there are two difficulties encountered by the pupils, that of the language itself and subject content in Heograpiya, Kasaysayan and Sibika.

Comparison of the MPS of the Grade V Pupils in Filipino and HEKASI

The performance of the grade V pupils in the achievement test in Filipino and HEKASI were compared with the use of t-test for independent samples. The result of the analysis is presented in Table 2.

Table 3

T-test of Comparison Between the MPS of Grade V Pupils in Filipino and HEKASI

Subject	N	MPS	t-comp	t-value	df	Intepretation
Filipino	24	69.46				
HEKASI	24	66.51				
			.6785	1.96	47	Not significant

The table discloses that the computed t-value which is at .05 level of significance with 47 degrees of freedom. Hence, the hypothesis that "there is no significant difference between the pupils' performance in Filipino and

HEKASI in terms of mean scores" is accepted. It can be said that the pupil-respondents performed just as well in both subjects. The mean difference of 2.95 was not significant enough to conclude that the pupil-respondents performed better in Filipino than in HEKASI. It can also be said that Filipino and HEKASI are parallel in terms of degree of learning or acceptance. The results also explained that the proficiency of the grade V pupils in Filipino also influenced or affected their degree of learning in HEKASI being taught in Filipino. So, it can be said that if a pupils exhibit competence in Filipino, he may exhibit equal competence in learning HEKASI because his language knowledge facilitates learning in the subject.

Scholastic Achievement of Grade V Pupils in Filipino and HEKASI

Table 3 shows the scholastic achievement of grade V pupils in Filipino and HEKASI expressed in grade point average (GPA). It can be noted that for Filipino, the highest GPA was 89.91 and the lowest was 79.0. In HEKASI, the highest GPA was 87.74 and the lowest was 78.4. The mean GPA of the two subjects was 84.14 and 83.11, respectively. The mean difference was 1.03 in favor of Filipino. It is interesting to note that the pupil-respondents had a highest MPS in Filipino than in HEKASI in both achievement

test and grade point average. This again point to the fact that Filipino is easier to learn than HEKASI.

Table 4

SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS IN FILIPINO AND HEKASI EXPRESSED IN GRADE POINT AVERAGE (GPA)

School	Filipino	HEKASI
1. Jiabong Central School	82.80	83.79
2. Jia-an Elementary School	82.41	79.10
3. Motiong Central School	84.00	84.00
4. Calapi Elementary School	83.00	82.00
5. Pinabacdao Central School	88.44	82.29
6. Bangon Elementary School	86.00	85.00
7. Calbiga Central School	88.29	84.15
8. Canticum Elementary School	81.38	81.19
9. Zumarraga central School	81.09	80.93
10. San Isidro Elem. School	80.91	80.73
11. Daram I Central School	84.15	85.15
12. Bagacay Elem. School	82.20	80.41
13. STa. Rita Central School	83.00	84.00
14. Old Manunca Elem. School	81.08	82.47
15. Villareal Central School	86.21	84.48
16. Igot Elementary School	83.27	82.39
17. Catbalogan I Central School	89.91	87.74
18. Salug Elementary School	83.18	83.16
19. Catbalogan II Central School	85.63	84.69
20. Mercedes Elem. School	83.82	85.85
21. Catbalogan III Central School	86.94	83.97
22. Bliss Elementary School	83.68	83.86
23. Catbalogan IV Central School	87.00	85.00
24. Buri Elementary School	79.00	78.40
Σx	2,019.39	1,994.75
Σx^2	170,083.9281	165,904.36
$\bar{X}_1$	84.14	83.11

Comparison Between Pupil's Mean Performance and Scholastic Achievement in Filipino and HEKASI

The comparative analysis of the average mean performance and average scholastic achievement of grade V pupils in Filipino and HEKASI is presented in Table 4 and 5, respectively.

Table 4 depicts the summary of the pupils average mean performance and average scholastic achievement in Filipino. The table reveals that the average mean performancewas 69.46 and the average scholastic mean was 84.14 with a mean difference of 14.68 in favor of the scholastic mean of the grade V pupils. To test whether the numerical difference between the two means was significant or not, t-test was applied and was found to be 5.167. This t-value was greater than the critical value of 2.064 at .05 level of significance with 23 degrees of freedom. It indicated the rejection of the null hypothesis that "there is no significant difference between pupils' mean performance and scholastic achievement in Filipino". It means that the performance of the pupil-respondents in the achievement test varied significantly with that of his scholastic achievement. The grade V pupils had a higher scholastic grades in Filipino than what they obtained in the achievement test. This can be attributed to the fact that

Table 5

T-TEST OF COMPARISON BETWEEN THE PUPILS' MEAN PERFORMANCE OF PUPIL MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT IN FILIPINO

School	Meano Performance	Scholastic Achievement
1. Jiabong Central School	75.48	84.80
2. Jia-an Elementary School	54.49	82.41
3. Motiong Central School	79.50	84.00
4. Calapi Elementary School	45.61	83.00
5. Pinabacdao Central School	53.92	88.44
6. Bangon Elementary School	65.18	86.00
7. Calbiga Central School	77.40	88.29
8. Canticum Elementary School	48.49	81.38
9. Zumarraga central School	91.92	81.09
10. San Isidro Elem. School	70.52	80.41
11. Daram I Central School	91.92	84.15
12. Bagacay Elem. School	59.03	82.20
13. STa. Rita Central School	63.46	83.00
14. Old Manunca Elem. School	65.70	81.08
15. Villareal Central School	75. 94	86.21
16. Igot Elementary School	75.94	83.27
17. Catbalogan I Central School	77.20	89.91
18. Salug Elementary School	68.64	83.18
19. Catbalogan II Central School	86.84	85.63
20. Mercedes Elem. School	86.73	83.82
21. Catbalogan III Central School	84.88	86.94
22. Bliss Elementary School	59.04	83.68
23. Catbalogan IV Central School	69.56	87.00
24. Buri Elementary School	52.49	79.00
Σx	1,679.07	2,019.39
Σx^2	120,082.0079	170,083.9281
$\bar{X}_1$	69.46	84.14
t comp		5.167
t value at α = .05, 23 df		2.064
Evaluation:		Significant

grade point averages are based on the pupils' compliance and performance in quizzes, periodical tests, projects, assignments, recitations which to some extent in cases of tests, assignments and recitation are limited and specific in scope and therefore, higher ratings are achieved. More often than not, projects and assignments are graded subjectively because the pupils are aided by their parents and sibling. Whereas, in achievement tests, pupils answer in a more or less controlled situation in terms of time allotment, scope of the test under close supervision of the procter or examiner.

Table 5 reflects the average mean performance and average scholastic mean of grade V pupils in HEKASI which are 66.51 and 83.11, respectively with a mean difference of 16.60 in favor of scholastic achievement. To determine the significance of the difference in the means compared, t-value was computed and found to be 4.919. This was numerically greater than the t-value of 2.064 at .05 level of significance with degrees of freedom equal to 23. Therefore, the hypothesis that "there is no significant difference between the pupils' mean performance and scholastic achievement in HEKASI" was rejected. It means that the mean performance of grade V pupils in the achievement varied significantly from their scholastic

Table 6

t-TEST OF COMPARATIVE BETWEEN THE PUPILS' MEAN PERFORMANCE AND THEIR SCHOLASTIC ACHIEVEMENT IN HEKASI

School	Mean Performance	Scholastic Achievement
1. Jiabong Central School	65.52	83.79
2. Jia-an Elementary School	62.13	79.10
3. Motiong Central School	60.58	84.00
4. Calapi Elementary School	46.59	82.00
5. Pinabacdao Central School	61.84	82.29
6. Bangon Elementary School	68.30	85.00
7. Calbiga Central School	64.15	84.15
8. Canticum Elementary School	46.32	81.19
9. Zumarraga central School	96.30	80.93
10. San Isidro Elem. School	73.71	80.73
11. Daram I Central School	80.95	85.15
12. Bagacay Elem. School	74.22	80.41
13. STa. Rita Central School	48.52	84.00
14. Old Manunca Elem. School	42.44	82.47
15. Villareal Central School	77.81	84.48
16. Igot Elementary School	77.81	82.39
17. Catbalogan I Central School	81.87	87.74
18. Salug Elementary School	50.92	83.16
19. Catbalogan II Central School	95.54	84.69
20. Mercedes Elem. School	91.24	85.85
21. Catbalogan III Central School	70.28	83.97
22. Bliss Elementary School	62.29	83.86
23. Catbalogan IV Central School	60.22	85.00
24. Buri Elementary School	36.72	78.40
Σx	1,596.37	1,994.75
Σx^2	112,318.2153	165,904.36
$\bar{X}_1$	66.51	83.11
t comp		4.919
t value at $\alpha = .05$, 23 df		2.064
Evaluation:		Significant

achievement expressed in GPA. As in the case in Filipino, grade point average are more or less objective, specific and are a result of several considerations such as quizzes, recitations, periodical tests, projects and quizzes, very much different from the performance in achievement test where the only basis is the written assessment.

Relationship Between Pupils' Performance and Scholastic Achievement in Filipino and HEKASI

The relationship of the pupil performance in an achievement of grade V pupils in Filipino and HEKASI and their scholastic achievement expressed in GPA both subjects was determined using the Pearson Product Moment Coefficient of Correlation (r). The results are presented in Tables 6 and 7.

Table 6 points out the computed r of the variables pupils' performance and scholastic achievement of Filipino and was found to be 0.30468 indicating a negligible relationship. To test the significance of the computed r, Fisher's t was applied. The result was 1.5004 which was lesser than the critical value of 2.059. This led to the acceptance of the null hypothesis that "there is no significant relationship between the pupils' mean performance and their scholastic achievement in Filipino".

Table 7

RELATIONSHIP OF PUPILS' MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT IN FILIPINO

School	X	Y	XY
1. Jiabong Central School	75.48	84.80	6400.704
2. Jia-an Elementary School	54.49	82.41	4490.521
3. Motiong Central School	79.50	84.00	6510.000
4. Calapi Elementary School	45.61	83.00	3785.685
5. Pinabacdao Central School	53.92	88.44	4768.685
6. Bangon Elementary School	65.18	86.00	5605.480
7. Calbiga Central School	77.40	88.29	6833.646
8. Canticum Elementary School	48.49	81.38	3946.116
9. Zumarraga central School	91.92	81.09	7388.109
10. San Isidro Elem. School	70.52	80.41	5705.773
11. Daram I Central School	91.92	84.15	7735.068
12. Bagacay Elem. School	59.03	82.20	4852.266
13. STa. Rita Central School	63.46	83.00	5267.180
14. Old Manunca Elem. School	65.70	81.08	5326.956
15. Villareal Central School	75.94	86.21	6546.787
16. Igot Elementary School	75.94	83.27	6323.524
17. Catbalogan I Central School	77.20	89.91	6941.052
18. Salug Elementary School	68.64	83.18	4877.675
19. Catbalogan II Central School	86.84	85.63	7436.109
20. Mercedes Elem. School	86.73	83.82	7269.708
21. Catbalogan III Central School	84.88	86.94	7379.467
22. Bliss Elementary School	59.04	83.68	4940.467
23. Catbalogan IV Central School	69.56	87.00	6051.720
24. Buri Elementary School	52.49	79.00	4146.710
Σx	1,667.07	2,019.39	140,529.353
Σx^2	120,082.0079	170,083.9281	
$\bar{X}_1$	69.46	84.14	

r	69.46
t comp	.30468
t value at $\alpha = .05$, 23 df	2.069
Evaluation:	Not Significant

It means that the pupils' performance in the achievement test was not related to his scholastic achievement in Filipino. It means further that pupils' performance in the achievement, test was independent from their scholastic achievement in the subject. Moreover, this achievement in a written test did not necessarily reflect their scholastic achievement in the subject or vice versa.

Table 7 depicts the comparative analysis of relationship between pupils' performance and the scholastic achievement in HEKASI using Pearson r. The coefficient of correlation was found to be .3987. To test whether the computed r was significant or not, Fisher's t was applied. The computation resulted to a computed value of 2.039 which was lesser than the critical or tabular t-value of 2.05. This prompted the researcher to accept the null hypothesis that "there is no significant relationship between the pupils' performance and their scholastic achievement in HEKASI". It means that the performance of the grade V pupils in the achievement test is not influenced by their scholastic achievement or GPA in the subject. It indicates that the pupils' scores in the achievement test are independent from their GPA in the subject. It points out, further, that test items given in the achievement test were not necessarily congruent or similar with those given

Table 8

RELATIONSHIP OF PUPILS' MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT IN HEKASI

School	Mean Performance	Scholastic Achievement	XY
1. Jiabong Central School	65.52	83.79	5489.921
2. Jia-an Elementary School	62.13	79.10	4914.483
3. Motiong Central School	60.58	84.00	5088.720
4. Calapi Elementary School	46.59	82.00	3820.380
5. Pinabacdao Central School	61.84	82.29	5088.813
6. Bangon Elementary School	68.30	85.00	5805.500
7. Calbiga Central School	64.15	84.15	5398.222
8. Canticum Elementary School	46.32	81.19	3760.721
9. Zumarraga central School	96.30	80.93	7793.559
10. San Isidro Elem. School	73.71	80.73	5950.608
11. Daram I Central School	80.95	85.15	6892.892
12. Bagacay Elem. School	74.22	80.41	5976.671
13. STa. Rita Central School	48.52	84.00	4075.680
14. Old Manunca Elem. School	42.44	82.47	3500.027
15. Villareal Central School	77.81	84.48	6573.388
16. Igot Elementary School	77.81	82.39	6410.766
17. Catbalogan I Central School	81.87	87.74	7183.273
18. Salug Elementary School	50.92	83.16	4234.507
19. Catb. II Central School	95.54	84.69	8091.283
20. Mercedes Elem. School	91.24	85.85	7832.095
21. Catb. III Central School	70.28	83.97	5901.412
22. Bliss Elementary School	62.29	83.86	5223.639
23. Catb. IV Central School	60.22	85.00	5118.700
24. Buri Elementary School	36.72	78.40	2878.848
Σx	1,596.27	1,994.75	133,003.508
Σx^2	112,318.2153	165,904.36	
$\bar{X}_1$	66.51	83.11	
r		0.3987	
t comp		2.03978	
t value at $\alpha = .05$, 23 df		2.05	
Evaluation:		Not Significant	

during periodical tests. Moreover, the Division Achievement test is just one kind of measure, being a written achievement; whereas the GPA is a composite measure made up of written test, oral assessment, project, assignments, etc.

Factors Affecting Performance of Grade V Pupils in Filipino and HEKASI

The study also probed into factors that affect the performance/achievement of grade V pupils in HEKASI aside from language knowledge in Filipino as perceived by teachers in HEKASI. These factors were predetermined and presented in a questionnaire-checklist in an open-ended manner to allow teacher-respondents to add other determinants which may affect learning in HEKASI. These factors were categorized into four, namely: pupil-related, teacher-related factors, school-related factors and Home-or Community-related factors Table 8 presents the findings of the survey.

On Pupils-Related Factors, the teacher-respondents ranked Availability of IMs, Books, reference for pupil use as the top-most factor that affected pupils' pperformance in HEKASI, followed by Facility in Filipino, Intelligence, Motivation, Grade Point Average in that order. The high scholastic rating and mean performance of the pupil-respondents in the Division Achevement Test supported this fact. It could be assumed that there was adequate IMs,

Table 9

FACTORS THAT AFFECTS TEACHING-LEARNING HEKASI AS PERCEIVED BY 305 RESPONDENTS

Factors	N	%		Rank
I - Pupil-Related Factors				
IM's Book Reference for Pupils Use	260	85.24	1	1
Facility in Filipino	183	60	2	
Intelligence	179	58.68	3	
Motivation	165	54.09	4	
Grade Point Average in Grade IV	105	34.42	5	
II - Teacher Related Factors				
Use of IM's, books, reference available	235	77.84	1	3
Teacher Competence	191	62.62	2	8
Method of Teaching	188	61.63	3	9
Training Attended	187	6 1.31	4	10
Concern for the Learner	183	60	5	
Lesson Preparation	174	57.04	6	
Facility in Filipino	166	4.42	7	
Classroom Management	153	50.16	8	
Emotional Stability	126	41.31	9	
Quality of Boardwork	107	35.08	10	
III - School Related Factors				
School-Library Facilities	243	79.67	1	2
Programs & Projects in HEKASI	228	74.75	2	5
Supervisory Assistance	153	50.16	3	
Building and Classroom/Facilities	139	45.571	4	
Grade Point Average in Grade IV	105	34.42	5	
IV - Home-Related or Community Related Factors				
Parents Assistance	231	75.73	1	4
Availability of References at Home	221	72.45	2	6
Education of Parents	203	66.55	3	7
Community Library Resources	172	56.391	4	
Socio-economic Status	171	56.06	5.5	
Knowledge of Filipino Among Parents	171	56.06	5.5	

books and references available in the respondents-schools in HEKASI. Language knowledge or proficiency was also a factor in learning HEKASI. The comparative analysis of the pupils' performance in Filipino and HEKASI in the Division Achievement test pointed to the fact that if pupils are adequate in Filipino , the learning of HEKASI was facilitated. Of course, this researcher did not discount that intelligence, motivation and GPA's of pupils also affected but these were considered less of a factor than those primarily mentioned by the teacher-respondents.

On Teacher-Related Factors, use of IMs, books and references in teaching, Teachers' Competence, Method of Teaching were considered as the priority factor that influenced perfomance in HEKASI being ranked 1, 2, and 3, respectively. While Classroom Management, Emotional Stability and Quality and Teachers' Boardwork were the least considered factors in learning HEKASI. This findings boil down to the reality that it is teacher competence with its adjuncts - use of Ims and method of teaching that promotes learning. It was interesting to note that for the teachers, language facility in Filipino was not much of a factor in the sense that the teacher-respondents were probabbly competent in Filipino.

Among the School-Related Factors, School Library

Facilities was ranked 1 followed by Program and Projects in HEKASI, Supervising Assistance and Buildings, Classroom and Facilities in that order. For the teacher-respondents the availability of library facilities was very important in their teaching of the subject. HEKASI being multi-disciplinary necessitated adequate books, instructional materials, references on the disciplines covered by the learning area, which should be available in the school library. Programs and Projects in HEKASI was ranked 2 by the teacher-respondents because of th fact that the Division of Samar had the following programs/projects enriching for HEKASI teaching like:Consumers' Cooperative, Population Education, Constitution Education, Values Education, Project MOBASAD, Taxatiion and Land Reform, Reforestation, Peace Education, Drug Prevention Education and Project SASH and SSACAH. For them, these programs/projects enriched, strengthened, supplemented and complemented their teaching. Supervisory assistance was also considered a factor because of the fact that such assistance improved the teacher in his work. Under this set of factors, buildings, classrooms and other facilities were considered least of a factor, because learning takes place anywhere even in a dilapidated classroom, perhaps given a competent HEKASI teacher and adequate facilities and IMs. What were more important were

the IMs, teachers, language facility, library facilities, etc.

Among the Home-or Community-Related Factors, the teacher-respondents rated Parents Assistance, Availability of References at Home and Education of Parents as the three most important factors affecting teaching and learning HEKASI. It had been said that behind a successful child are supportive parents. Parents' tutoring at home strengthens learning acquired-in-school. The teacher-respondents believed that if parents would only help their children in their assignments it would spelled a big difference than when no assistance is given at all. As has been said, HEKASI is multi-disciplinary and therefore requires varied materials for instruction and references for follow-up study at home. Availability of references at home was considered a factor. On the other hand, knowledge of Filipino by parents was not considered a factor. It may be justified due to the fact that pupils and teachers alike are already proficient in Filipino.

To summarize, the following highest ten indicators were considered by the teacher-respondents as determinants in the performance or achievement in HEKASI which are: 1) availability of IMs, books, references for pupil used; 2) school library facilities; 3) use of IMs, books, references

in teaching; 4) parents' assistance; 5) programs and projects in HEKASI; 6) availability of references at home; 7) education of parents; 8) teacher competence; 9) method of teaching; and 10) trainings attended by teachers.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this investigation.

Summary of Findings

The following were the significant findings of the study:

1. The average mean pecentage scores (MPS) of the 24 respondent-schools in Filipino was 69.46 while their average MPS in HEKASI was 66.51 with a mean difference of 2.95 in favor of Filipino.

2. The computed t-value for comparing the mean percentage scores of Filipino and HEKASI was 0.6785, which was lesser than the critical value of 1.96 at .05 level of significance with df = 23. This led to the acceptance of the hypothesis that "there is no significant difference between the pupils' performance in Filipino and HEKASI in terms of mean percentage scores". Pupil-respondents performed equally well in both subjects.

3.The overall grade point average (GPA) of the grade V pupils in Filipino was 84.14 while their overall GPA in HEKASI was 83.11 with a mean difference of 1.03 in favor of Filipino.

4. In both measures, the performance in an achievement test and scholastic achievement, the pupil-respondents scored higher in Filipino than in HEKASI. This findings pointed to the fact that Filipino is easier than HEKASI.

5. The computed t-value for comparing the pupils' mean performance and scholastic achievement in Filipino was 5.167 which was found to be greater than the critical value of 2.064 at .05 level of significance with df = 23. This led to the rejection of the null hypothesis that "there is no significant difference between the pupils' meanperformance and scholastic achievement in Filipino". The pupils' performance in the achievement test varied significantly with that of their scholastic achievement expressed in grade point average.

6. The computed t-value for comparing the pupils' mean performance and scholastic achievement in HEKASI was 4.919 which was found to be greater than the critical value of 2.064 at .05 level of significance with df = 23. This resulted in the rejection of the null hypothesis that "there is no significant difference between the pupils' mean performance and scholastic achievement in HEKASI". The pupils' performance in the achievement test varied significantly with that of his scholastic achievement expressed in grade point average.

7. In both subjects, Filipino and HEKASI, the pupils' mean performance and scholastic achievement differed significantly. The GPA of the grade V pupils tended to be very much higher than their mean performance in the achievement test.

8. The null hypothesis that "there is no significant relationship between the pupils' mean performance and their cholastic achievement in Filipino" was accepted on account that the computed t-value for testing the significance of the computed r was 1.5004 which was found to be lesser than the critical t-value of 2.069 at .05 level of significance. This finding means that grade V pupils mean performance in the achievement test did not necessarily reflect their scholastic achievement in Filipino.

9. The null hypothesis that "there is no significantrelationship between the pupils' mean performanceand their scholastic achievement in HEKASI" was accepted on account that the computed t-value for testing the significance of the computed r was 2.039 which was found to be lesser than the critical t-value of 2.05 at .05 level of significance. It means that the performance of the pupil-respondents in the achievement test did not influence their scholastic achievement in the subject.

10. The factors that affected the performance of grade

V pupils in Filipino and HEKASI as percieved by the teacher-respondents were: a) availability of IMs, books, referencesfor pupil use; b) school library facilities; c) use of IM, books, references in teaching, d) parents' assistance; e) programs and projects in HEKASI; f) availabilty of references at home; g) education of parents; k) teacher competence; l) method of teaching; and m) trainings attended by teachers.

Conclusions

On the basis of the aforesaid findings, the following conclusions were drawn:

1. Categorically, the grade V pupils performed better in Filipino than in HEKASI, both in the mean performance in the achievement test and scholastic achievement. It proves that Filipino is easier to learn than HEKASI.

2. In the achievement test, the grade V pupils performed equally well in Filipino and HEKASI. It can be concluded that language facility in Filipino influenced their performance in HEKASI, this subject being taught in Filipino.

3. In both subjects, Filipino and HEKASI, the grade V pupils hed higher scholastic performance than their performance in achievement test. This findings proved to be inconclusive since both measures differ in criteria in order

to arrive at a desired performance level. Achievement test is a written assessment, whereas, grade point average is based not only on written assessment but it considers composite factors like oral assessment, projects, assignments and the like to arrive at a desired grade point average.

4. In Filipino, the performance of gradeV pupils in the achievement test is not related with their scholastic achievement expressed in grade point average.

5. In HEKASI, the performance of the grade V pupils in the achievement test is related with their scholastic achievement expressed in grade point average.

6. Comparing performance in achievement and scholastic achievement is inconclusive, unsound and incongruent because of the nature of the two measures.

7. The teaching of HEKASI is not only affected or influenced by language knowledge and facility of pupils as well as teachers in Filipino but also by other factors specifically, among others: a) availability of IMs, books, references for pupil use; b) school library facilities; c) use of IMs, books, references in teaching; d) parents' assistance; e) programs and projects in HEKASI; f) availability of references at home; g) education of parents; h)teachers' competence; i) method of teaching; and j)

trainings atttended by teachers.

Recommendations

On the basis of findings and conclusions crystallized in this study, the following recommendations are made:

1. The knowledge or facility in Filipino has a significant influence on achievement in HEKASI; it is recommended that teachers in Filipino should endeavor to develop this language in their classes in order that integration and application of this can truly assist pupils achieve better in HEKASI.

2. Categorically, the pupil-respondents found HEKASI a bit difficult than Filipino; it is recommended that HEKASI teachers should intensify more their teaching of content, using appropriate and effective methods that would promote content learning since language (Filipino) proved to be not a barrier.

3. It was found out that in both subjects, Filipno and HEKASI, pupils' mean performance differed significantly from their scholastic achievement; it is recommended that future researchers should look for congruent variable to compare with either performance in achievement test or scholastic achievement. Because of the nature of the two measures, evidencies were inconclusive.

4. Aside from the issue of language of instruction,

HEKASI and Filipino teachers should consider and address other factors which were discovered that affect the teaching and learning of the two subjects.

5. Filipino is the most appropriate medium to teach HEKASI which embody our culture, ideals and heritage as Filipinos; it is recommended that it be continued to be the language of instruction inspite of the emphasis to develop English, Mathematics and Science for global competitiveness.

6. To get a valid measure of the child's true ability, written test should not only be used but also other forms of assessment. Written tests like achievement test is limited and inadequate to be compared with class standing expressed in GPA.

7. Articulation and complementation strategies be adopted by teachers in both learning areas.

8. It is ideal to have teachers competent in teaching in both Filipino and HEKASI; it is recommended that both groups of teachers should harness the capability in both subjets by taking courses in Filipino and Social Sciences.

9. Filipino or Social Science courses be included as cognate subjects in both specialization.

10. Instructors of courses in social sciences should use Filipino in teaching these courses particularly those in the College of Education to find a ready application for the

graduates who would teach social science subjects later.

11. Admission to specialization in social sciences should consider facility and adequacy in Filipino as a criterion.

12. A sequel study be undertaken on the extent to which the aforecited factors affect achievement in Filipino and HEKASI.

13. A sequel study be undertaken assessing and comparing achievement in Filipino with other Filipino - taught subjects in the curriculum and discovering the correlates or factors associated with these achievements.

14. A similar study may be undertaken with increased number of subjects or respondents using different measures of achievement.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 15, 1996

Dr. Rizalina M. Urbiztondo
Dean, Graduate & Post-Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to request approval of my problem for thesis writing preferably no. 1:

1. FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS; COMPARATIVE STUDY

2. THE ACHIEVEMENT OF GRADE VI PUPILS IN RELATION TO THEIR PERFORMANCE IN ENGLISH AND HEKASI IN THE DISTRICT OF VILLAREAL

3. LEADERSHIP STYLES OF HEAD TEACHERS IN THE DISTRICT OF VILLAREAL AND THEIR EFFECTS ON THE TEACHERS WORK ATTITUDES AND MOTIVATION

Hoping for your kind consideration. Thank you.

Very truly yours,

(SGD.) LEONORA C. NONO
Applicant

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
School of Graduate Studies

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME NONO, LEONORA C.
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE Master of Arts in Education

AREA OF SPECIALIZATION Administration & Supervision

TITLE OF PROPOSED THESIS/DISSERTATION FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS: A COMPARATIVE STUDY

(SGD.) LEONORA C. NONO
Applicant

ALFREDO D. DACURO, Ph.D.
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

CONFORME:

(SGD.) ALFREDO D. DACURO, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 1, 1997

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to request that I be scheduled on _____ to have my pre-orals of my thesis proposal FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE V PUPILS: A COMPARATIVE STUDY.

In this connection, I am submitting herewith five copies of my thesis proposal for distribution to the Dean and the panel members.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) LEONORA C. NONO
Researcher

Recommending Approval:

(SGD.) ALFREDO D. DACURO, Ph.D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX D

Republic of the Philippines
Department of Education, Culture and Sports
Regional Office No. VIII
Division of Samar
DISTRICT OF VILLAREAL
Villareal

July 2, 1997

The Schools Division Superintendent
Division of Samar
Catbalogan

Madam:

In line with the professionalization program of the department duly recognized by your office through the approved permit to study, the undersigned is requesting that she be granted access to the Division Educational Management System.

These information which she may derive from this data source are very useful in the completion of her graduate course.

Anticipating for your favorable action.

Thank you so much.

Very truly yours,

(SGD.) LEONORA C. NONO

Recommending Approval:

(SGD.) ALFREDO D. DACURO, Ph.D.
ES - 1 English
In-charge of EMIS

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
School Division Superintendent

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 24, 1997

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madam:

In connection with my research work entitled "FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE FIVE PUPILS: A COMPARATIVE STUDY", I have the honor to request permission to field my questionnaire and to avail of the documents necessary for my study.

Hoping for your favorable approval of this request.

Very truly yours,

(SGD.) LEONORA C. NONO
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 24, 1997

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madam:

In order to improve and validate the instrument intended for my study FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE FIVE PUPILS: A COMPARATIVE STUDY", I have the honor to request permission to conduct a conduct a dry-run of my questionnaires to the Guintarcan Elementary School teachers.

Anticipating your consideration and favorable action.

Very truly yours,

(SGD.) LEONORA C. NONO
Researcher

NOTED:

(SGD.) VICTOR S. OCAÑA
District Supervisor

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 12,1998

Dear Sir/Madam:

The undersigned is presently working on a thesis entitled "FILIPINO AND HEKASI PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF GRADE FIVE PUPILS: A COMPARATIVE STUDY".

In this connection, you have been chosen as a respondent to this study. Please accomplish this questionnaire to the best of your knowledge without mental reservation.

Your sincere and honest responses to these questions will be highly appreciated and will be used solely for research purposes.

Thank you for your wholehearted cooperation.

Very sincerely yours,

(SGD.) LEONORA C. NONO
Elem. School Head Teacher
Researcher

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QUESTIONNAIRE ON THE FACTORS AND EXTENT TO WHICH THESE FACTORS EFFECT THE TEACHING OF HEKASI

I. PERSONAL DATA

Direction: Please fill up the the needed information.

Name _____ (Optional)
Sex _____ Age _____
Subject/subjects taught _____
Position _____
No. of years in teaching-HEKASI _____

II. FACTORS AFFECTING THE TEACHING OF HEKASI

Direction: Please put a check (/) on the blank before the factors that affect the learning of HEKASI.

A. Which of the following factors do you think affect teaching-learning of HEKASI?

1. Pupil - Related Factors
   _____ Facility in Filipino
   _____ Motivation
   _____ Grade-Point Average
   _____ IM's Books, References Available
   _____ Intelligence
   _____ Others, (specify)
   _____
   _____

2. Teacher - Related Factors
   _____ Facility in Filipino
   _____ Method of Teaching
   _____ Classroom Management
   _____ Lesson Preparation
   _____ Use of IM's, Books and References
   _____ Emotional Stability
   _____ Quality of Boardwork
   _____ Concern for the Learners
   _____ Teachers Competence
   _____ Training Attended
   _____ Others, (specify)
   _____
   _____

3. School - Related Factors
   _____ School/Library Facilities
   _____ Supervising Assistance
   _____ Buildings and Classrooms
   _____ Programs and Projects in HEKASI
   _____ Others, (specify)
   _____
   _____

4. Home - Related Factors
   _____ Parents' Assistance and Follow-up
   _____ Community library/resources
   _____ Education of Parents
   _____ Availability of references at home

_____ Socio-economic status
_____ Knowlledge of Filipino among parents
_____ Others, (specify)
_____
_____

B. To what extent do these factors affect your teaching of HEKASI?

Direction: Please indicate your agreement or disagreement to the following factors as they apply to you by encircling:

5 - if you think the indicator affects you very much (VM)
4 - if you think the indicator affects you much (MU)
3 - if you think the indicator affects you moderately (MO)
2 - if you think the indicator affects you fairly (FA)
1 - if you think the indicator does not affect you at all (NA)

Factors	Very Much (VM) 5	Much (MU) 4	Mode-rately (MO) 3	Fair (FA) 2	Not at all (NA) 1
1. Pupil-Related Factors					
a. Facility in Filipino	5	4	3	2	1
b. Motivation	5	4	3	2	1
c. Grade-Point Average	5	4	3	2	1
d. IM's, Books, References	5	4	3	2	1
e. Intelligence	5	4	3	2	1
f. Others (specify) _____ _____					
2. Teacher - Related Factors					
a. Facility in Filipino	5	4	3	2	1
b. Method of Teaching	5	4	3	2	1
c. Classroom Management	5	4	3	2	1
d. Lesson Preparation	5	4	3	2	1
e. Use of IM's, Books and Referencs	5	4	3	2	1
f. Emotional Stability	5	4	3	2	1
g. Quality of Boardwork	5	4	3	2	1
h. Concern for the Learners	5	4	3	2	1

i. Teacher Competence	5	4	3	2	1
j. Trainings Attended	5	4	3	2	1
k. Others (specify)					
_____					
_____					
3. School - Related Factors					
a. School/Library Facilities	5	4	3	2	1
b. Supervising Assistance	5	4	3	2	1
c. Building and Classroom	5	4	3	2	1
d. Programs & Projects in HEKASI	5	4	3	2	1
f. Others (specify)					
_____					
_____					
4. Home - Related Factors					
a. Parents' Assistance and Follow-up	5	4	3	2	1
b. Community Library Resources	5	4	3	2	1
c. Education of Parents	5	4	3	2	1
d. Availability of references at home	5	4	3	2	1
e. Socio-economic status	5	4	3	2	1
f. Knowledge of Filipino among Parents	5	4	3	2	1
f. Others (specify)					
_____					
_____					

==========

THANK YOU !!!

APPENDIX H

DIVISION TEST RESULTS
(Pupils Performance)

Districts	Mean Percentage Score		Grade Point Average	
	Filipino	HEKASI	Filipino	HEKASI
1. Jiabong District				
Central	75.48	65.52	84.80	83.79
Jiaan Elem. School	54.49	62.13	82.41	79.10
2. Motiong District	64.985			
Central	77.5	60.58	84	84
Calapi Elem. School	45.61	46.59	83	82
3. Pinabacdao District	61.55			
Central	53.92	61.84	88.44	82.29
Bangon Elem. School	65.18	68.30	86	85
4. Calbiga District	59.55			
Central	77.4	64.15	88.29	84.15
Canticum Elem. School	48.49	46.32	81.38	81.19
5. Zumarraga District	62.945			
Central	91.11	96.30	81.09	80.93
San Isidro Elem. School	70.52	73.71	80.91	80.73
6. Daram District	80.82			
Central	91.92	80.95	84:15	85.15
Bagacay Elem. School	59.03	74.22	82.20	80.41
7. Sta. Rita District	75.475			
Central	63.46	48.52	83	84
Old Manunca Elem. School	65.70	42.44	81.08	82.47
8. Villareal District	64.58			
Central	75.94	77.81	86.21	84.48
Igot Elem. School	75.94	77.81	83.27	82.39
9. Catbalogan I District	77.2			
Central	77.2	81.87	89.91	87.74
Salug Elem. School	58.64	50.92	83.18	83.16

Districts	Mean Percentage Score		Grade Point Average	
	Filipino	HEKASI	Filipino	HEKASI
10. Catbalogan II District	67.92			
Central	86.84	95.54	85.63	84.69
Mercedes Elem. School	86.73	91.24	83.82	85.85
11. Catbalogan III District	86.785			
Central	84.88	70.28	86.94	83.97
Bliss Elem. School	59.04	62.29	83.68	83.86
12. Catbalogan IV District				
Central	69.56	60.22	87	85
Buri Elem. School	52.49	36.72	79.0	78.4

Sampling (Deliberate)

1.	Catb. I	-	26	-	26
2.	Villareal	-	34	-	34
3.	Catb. II	-	34	-	33
4.	Catb. III	-	26	-	25
5.	Catb. IV	-	21	-	21
6.	Daram I	-	22	-	22
7.	Jiabong	-	18	-	18
8.	Motiong	-	18	-	16
9.	Pinabacdao	-	27	-	26
10.	Sta. Rita	-	30	-	29
11.	Zumarraga	-	31	-	31
12.	Calbiga	-	26	-	25
			313		305 - Retrieved Questionnaire

APPENDIX I

COMPUTATION OF t-TEST COMPARING THE MEAN SCORES PERFORMANCE IN FILIPINO AND HEKASI

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\Sigma X_1 + \Sigma X_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\Sigma X_1 = \Sigma X^2 - \frac{(X)^2}{N}$$

$$= 120082.0079 - \frac{(1667.09)^2}{24}$$

$$= 120082.0079 - 115796.766$$

$$= 4285.2418$$

$$t = \frac{69.46 - 66.51}{\sqrt{\frac{4285.2418 + 6148.3023}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\Sigma X_2 = 112318.2153 - \frac{(1596.27)^2}{24}$$

$$= 112318.2153 - 106169.913$$

$$= 6148.3023$$

$$t = \frac{2.95}{\sqrt{\frac{10433.5441}{46}(.08333)}}$$

$$= \frac{2.95}{\sqrt{18.90059195}}$$

$$= \frac{2.95}{4.34748}$$

$$= .6785 = \text{Not Significant}$$

APPENDIX J

COMPUTATION OF t-TEST COMPARING PUPIL MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT IN FILIPINO

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\Sigma X_1 + \Sigma X_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\Sigma X_1 = \Sigma X^2 - \frac{(X)^2}{N}$$

$$= 120082.0079 - \frac{(1667.07)^2}{24}$$

$$= 120082.0079 - 115796.766$$

$$= 4285.2418$$

$$t = \frac{84.14 - 69.46}{\sqrt{\frac{169.9292 + 4285.2418}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\Sigma X_2 = 170083.9281 - \frac{(2019.39)^2}{24}$$

$$= 170083.9281 - 169913.9988$$

$$= 169.9292$$

$$t = \frac{14.68}{\sqrt{(96.8515)(.08333)}}$$

$$= \frac{14.68}{\sqrt{8.6706}}$$

$$= \frac{14.68}{2.84088}$$

= 5.167 = Reject null hypothesis

Significant difference exist

APPENDIX K

COMPUTATION OF t-TEST COMPARING PUPIL MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT IN HEKASI

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\Sigma X_1 + \Sigma X_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\Sigma X_1 = \Sigma X^2 - \frac{(X)^2}{N}$$

$$= 165904.36 - \frac{(1994.75)^2}{24}$$

$$= 165904.36 - 165792.8151$$

$$= 111.54488$$

$$t = \frac{83.11 - 66.51}{\sqrt{\frac{111.5448 + 6148.3028}{24 + 24 - 2}\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$\Sigma X_2 = 112318.2153 - \frac{(1596.27)^2}{24}$$

$$= 112318.2153 - 106169.913$$

$$= 6148.3023$$

$$t = \frac{16.6}{\sqrt{(136.08364)\ (.08333)}}$$

$$= \frac{16.6}{\sqrt{11.339849}}$$

$$= \frac{16.6}{3.36746}$$

$$= 4.919 = \text{Reject null hypothesis}$$

There is a significant difference

APPENDIX L

COMPUTATION OF PEARSON R COMPARING THE RELATIONSHIP OF PUPIL MEAN PERFORMANCE AND SCHOLASTIC ACHIEVEMENT

$\Sigma XY = 140529.353$ $\quad \Sigma Y^2 = 170083.9281$
$\Sigma X = 1667.07$ $\quad \Sigma X^2 = 120082.007$
$\Sigma Y = 2019.39$

$$r = \frac{N\Sigma XY - \Sigma X\Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{24\,(140529.353) - (1667.07)(2019.39)}{\sqrt{[24\,(120082.007) - (1667.07)^2\,[24\,(170083.9281) - (2019/39)^2]}}$$

$$r = \frac{3372704.472 - 3366464.487}{\sqrt{[\,2881968.168 - 2779122.385\,]\,[\,4082014.274 - 4077935.972\,]}}$$

$$r = \frac{6239.985}{\sqrt{(102845.783)\,(4078.302)}}$$

$$r = \frac{6239.985}{\sqrt{419436162.5}}$$

$$r = \frac{6239.985}{20480.14069}$$

$= 0.30468$ - Moderate small positive correlation

APPENDIX M

COMPUTATION OF PEARSON r COMPARING THE RELATIONSHIP OF PUPIL PERFORMANCE vs. SCHOLASTIC ACHIEVEMENT HEKASI

$$r = \frac{N\Sigma XY - \Sigma X\Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{24\ (133003.508) - (1596.27)(1994.75)}{\sqrt{[24\ (112318.2153 - (1596.27)^2\ [24\ (165904.3681) - (994.75)^2]}}$$

$$r = \frac{3192084.192 - 3184159.583}{\sqrt{[\ 2695637.167 - 2548077.913\ ]\ [\ 3981704.64 - 3979027.563\ ]}}$$

$$r = \frac{7924.609}{\sqrt{(147559.254)\ (2677.077)}}$$

$$r = \frac{7924.609}{\sqrt{395027485}}$$

$$r = \frac{7924.609}{19875.29836}$$

$$= 0.29878 - \text{Moderate small positive correlation}$$

APPENDIX N

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATRION, CULTURE AND SPORTS)
Maynila

October 6, 1987

DECS MEMORANDUM
No. 203, s, 1987

A NATIONWIDE RESEARCH PROJECT ON BILINGUAL EDUCATION

To: Bureau Directors
Regional Directors
Chief of Service and Heads of Units/Centers
School Superintendents
President, State Colleges and Universities
Heads of Private Schools, Colleges and Universities
Vocational School Superintendents/Administrators

1. In consonance with the 1987 Policy on Bilingual Education, the Language Study Center of Philippine Normal College is considering a nationwide research project on bilingual education.

2. The purpose of this project is to collect all instructional materials, research reports, seminar or conference papers, and other papers done at the elementary, high school, college, masteral and doctoral levels, as well in professional circles, which are relevant to bilingual education particularly the use of English or Filipino to teach content subjects. This collection will serve as reference for administrators, teachers across levels, curriculum developers, educational planners and mass media.

3. It is requested that all materials from the regions/institutions be sent to:

Dr. Fe T. Otanez
Director
Language Study Center
Philippine Normal College
Taft Avenua, Manila

4. All materials sent to the Language Study Center (LSC) will be acknowledged in this projects. Reimbursement of mailing expenses will be made, subject to COA regulations, on submission of supporting receipts and the like.

5. The coöperation of all concerned is desired.

(SGD.) LOURDES R. QUISUMBING
Secretary

Reference:

None
Allotment: 1-2-3-4-- (M.O. 1-87)
To be indicated in the Perpetual Index
under the following subjects:

BUREAUS & OFFICES LANGUAGE RESEARCH or STUDIES

APPENDIX O

Republika Ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION,CULTURE AND SPORTS)
Maynila
Manila

May 21,1987

DECS O R D E R
No. 52, s. 1987

THE 1987 POLICY ON BILINGUAL EDUCATION

To: Bureau Directors
Regional Directors
Schools Superintendents
Pesidents, State Colleges and Universities

1. The provision of Article XIV Section 7 of the 1987 Constitution states:

> "For purpose of communication and instruction,the official languages of the Philippines are the Filipino, and until otherwise provided by law, English.
>
> The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instructio therein."

2. In consonance with this mandate and the declared policy of the Department of Education, and Culture on bilingualism in the schools (NBE Resolution No. 73-7,s. 1973), the Department of Education, Culture and Sports hereby promulgates the following policy:

a. The policy on Bilingual Education aims at the achievement of competence in both Filipino and Egnlish at the national level, through the teaching of both lagnuages shall be used as auxiliary languages in Grades I and II. The aspiration of the Filipino nation is to have its citizens posses skills in Filipino citizens and in English in order to meet the needs of the country in the community of nations.

b. The goals of the Bilingual Education Policy shall be:

Commission which, according to the 1987 Constitution, shall be tasked with the further development and enrichment of Filipino.

i. The Department of Education, Culture and Sports shall provide the means by which the language policy can be implemted with the cooperation of government and non-government organizations.

j. The Department shall program funds for implementing the Policy, in such areas as materials production, in-service training, compensatory and enrichment program for non Tagalogs, development of a suitable and standardized Filipino for classroom use and the development of appropriate evaluative instruments.

3. This Order supersedes previous Orders on the Bilingual Education Policy are inconsistent with it.

4. This Order shall take effect immediately.

LOURDES R. QUISUMBING
Secretary

References:

Department Orders: Nos. 9,s,1973 and
(25, s, 1974)

Allotment: 1-2-3-4--(M.O.1-87)

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

COMMUNICATION ARTS
Course of Study, COLLEGIATE
" " " , ELEMENTARY
" " " , SECONDARY
LEGISLATION
POLICY
RULES & REGULATIONS

CURRICULUM VITAE

NAME	:	**LEONORA CABILIN NONO**
Address	:	Barangay Mahayag Villareal, Samar
Date of Birth	:	January 12, 1945
Place of Birth	:	Villareal, Samar
Present Position	:	Head Teacher III
Station	:	Igot Elementary School Villareal, Samar

EDUCATIONAL BACKGROUND

Elementary	Villareal Central School Villareal, Samar 1953 - 1958
Secondary	Holy Name Academy Villareal, Samar 1958 - 1962
College	Leyte Normal School Tacloban City 1962 - 1966
Graduate Studies	Samar State Polytechnic College Catbalogan, Samar
Curriculum Pursued . . .	Master of Arts in Education

CIVIL SERVICE ELIGIBILITY

Teacher Examination (Elementary) December 29, 1965

HONORS RECEIVED

First Honors	Grade VI Villareal Central School Villareal, Samar
Valedictorian.	Fourth Year High School Holy Name Academy Villareal, Samar

CO-CURRICULAR ACTIVITIES

LAC Leader	Grade III Villareal District 1996-1997
Vice President	Holy Name Academy Alumni Asso. 1997
President	Villareal District Teachers Association 1991 - 1996

TRAININGS/SEMINARS AND WORKSHOPS

Division In-Service Training for Elementary School Head Teachers . . .	Feb. 20-21, 1994
Division-Based Regional Training of LAC Leaders	Feb. 1 - 3, 1995
Division Seminar Workshop on the Preparation/Utilization and Evaluation of Social Studies Lesson Plans	Aug. 9 - 12, 1989
Division Training on Corrective Reading	Aug. 1 - 3, 1996
Seminar on Thesis/Dissertation Writing and Advising, SSPC Catbalogan, Samar	May 3 - 4, 1990

Division Orientation Conference
Workshop on the Centennial
Celebration . . . . . Oct. 17-19, 1996

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