

UPGRADING READING SKILLS: THE EASTERN VISAYAS
EXPERIENCE

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Doctor of Philosophy

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A P P R O V A L S H E E T

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MZI

 *
 * DEDICATION *
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 * To my dearest and understanding *
 * wife -- *
 * VIRGINIA COSTIBOLO ISANAN *
 * for her prayers, love and *
 * inspiration. *
 * I humbly dedicate this simple *
 * work. *
 * Manny *
 *

ABSTRACT

This study attempted to investigate the achievement in English and in Filipino of the Grades I-III Project URS pupils in the nine divisions of Eastern Visayas and its relationship to Project URS teachers' persona; and professional characteristics. The descriptive method of research was used in this study involving 1,522 Grades I-III pupils of which 494 were Grade I pupils, 521 were Grade II pupils and 507 were Grade III pupils. The achievement level of the Grades I-III Project URS pupils in English and in Filipino is average. There is a significant difference in the mean percentage scores in English and in Filipino of the pupils by type of class and in the nine divisions of Eastern Visayas. There is no significant difference in the mean percentage scores in English and in Filipino of the pupils by grade level, school location and home island. There is no significant difference in the language (English and Filipino) use by type of class, school location, grade level, home island, and home division. There is no significant relationship between pupils' achievement in English and in Filipino and teachers' educational qualifications, field of specialization, training in linguistics and language teaching, attitude towards the project, length of service, and age. This study provides an evidence of significant influence by class type and home division and insignificant influence by grade level, school location and home island on the achievement in English and in Filipino of the pupils involved in the study. The language use does not affect the achievement of pupils by type of class, grade level, school location, home island, and home divisions. It also provides an insignificant relationship between the pupils' achievement in English and in Filipino and teachers' personal professional characteristics.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Elementary education in the Philippines enjoys priority attention from policy makers and laymen alike. This is so, because, beside from being the broadest base of the school-going population pyramid, it is mandated by the Philippine Constitution, the fundamental law of the land, that free and compulsory education must be provided to all children of school age. It is therefore, the obligation of the State to equip every citizen with at least the basic essentials of reading, writing, and arithmetic.

As an instrument of the state, the educational system must turn its lenses towards opportunities for the realization of the aforementioned constitutional mandate using existing resources, capabilities and policy directions enunciated by the national leadership and these are to be implemented within the context of the nature and characteristics of the clients and the culture and traditions of the society in which the learners operate.

That the Philippines is a bilingual country is a reality we, Filipinos, have to accept. In the schools, for instance, we have two official languages used as media of instruction, namely, English and Filipino. This is well

enunciated in Article XIV of the 1987 Constitution and in the Department of Education, Culture and Sports Department Order No. 52, s. 1987, dated May 21, 1987 entitled "The Bilingual Education Policy of 1987".

This Department Order provides that the general goal of the bilingual education program in the country is to bring about competence in both English and Filipino nation to have its citizens possess skills in both languages equal to their functions and duties as citizens in Philippine society and equal to the needs of the country in the community of nations. The Department Order further provides that the specific goals of the bilingual policy are: (1) enhanced learning through two languages to achieve quality education as called for by the 1987 Constitution, (2) propagation of Filipino as a language of literacy, (3) the development of Filipino as a linguistic symbols of unity, (4) cultivation and elaboration of Filipino as a language of scholarly discourse or intellectualization, and (5) maintenance of English as a language of wider communication and as a nonexclusive language of science and technology.

Maminta (1980:32-3) maintains that the role of English is, now, made narrower with the expansion of the role of the Filipino national language. English is basically a

tool for educational and academic purposes, a means of access to scientific and technological knowledge.

The Philippine National Bilingual Policy allocates the domains and functional roles of English and Filipino. This is consistent with the socio-linguistic theory of bilingual dominance configuration expounded by Fishman who maintains that the degree of bilingualism of an individual will rarely be the same in various domains of interaction while dealing with various topics, in various media, roles and formality levels. For example, in the domain of the home and the neighborhood, a Filipino is likely to be more dominant in his mother tongue. In dealing, however, with such topics as theory of relativity, Freudian psychology or transformational generative grammar, he is more dominant in the English language. In the oral, colloquial level dealing with personal matters, he is stronger in his mother tongue than in English, but in comprehending or producing written discourse of the formal expository level, he is more dominant in English.

It has been observed that even if the Bilingual Education Policy has been implemented in the region since 1974, still there are people from different walks of life who complain that many pupils in the schools are performing

below par in comparison to their counterparts of yesteryears. Laya (1985:3-4) claimed "secondary teachers almost unanimously noted a deterioration in the communication skills in both English and Filipino, as well as in the substantive knowledge of incoming freshmen". This was supported by Lopez (1980:3) when he said that "teachers of Freshmen English in our secondary schools are unanimous in deploring the fact that most of their students are very inarticulate, not to say, illiterate in any language: in Filipino, as well as in English". Observations, surveys, action researches and other similar instruments used to test the quality of pupil achievement especially in the primary grades, tend to support the validity of this complaint in the whole nation but poor pupil achievement is most felt in Eastern Visayas.

Eastern Visayas, composed of the twin islands of Samar and Leyte and identified as a depressed, disadvantaged and underserved (DDU) region in relation to the other regions in the country; indeed, has much to be desired in so far as pupil learning is concerned. In a DECS General Letter dated September 3, 1979 (Findings in the Survey on the Outcomes of Elementary Education) it was revealed that during the school year 1979-1980 and 1980-1981, Eastern Visayas had an enrolment rate of 78%, the second lowest in the country, and a cohort survival rate of only 52%. Compared to the national average of 3.83%, the dropout rate of the region was 5.1%,

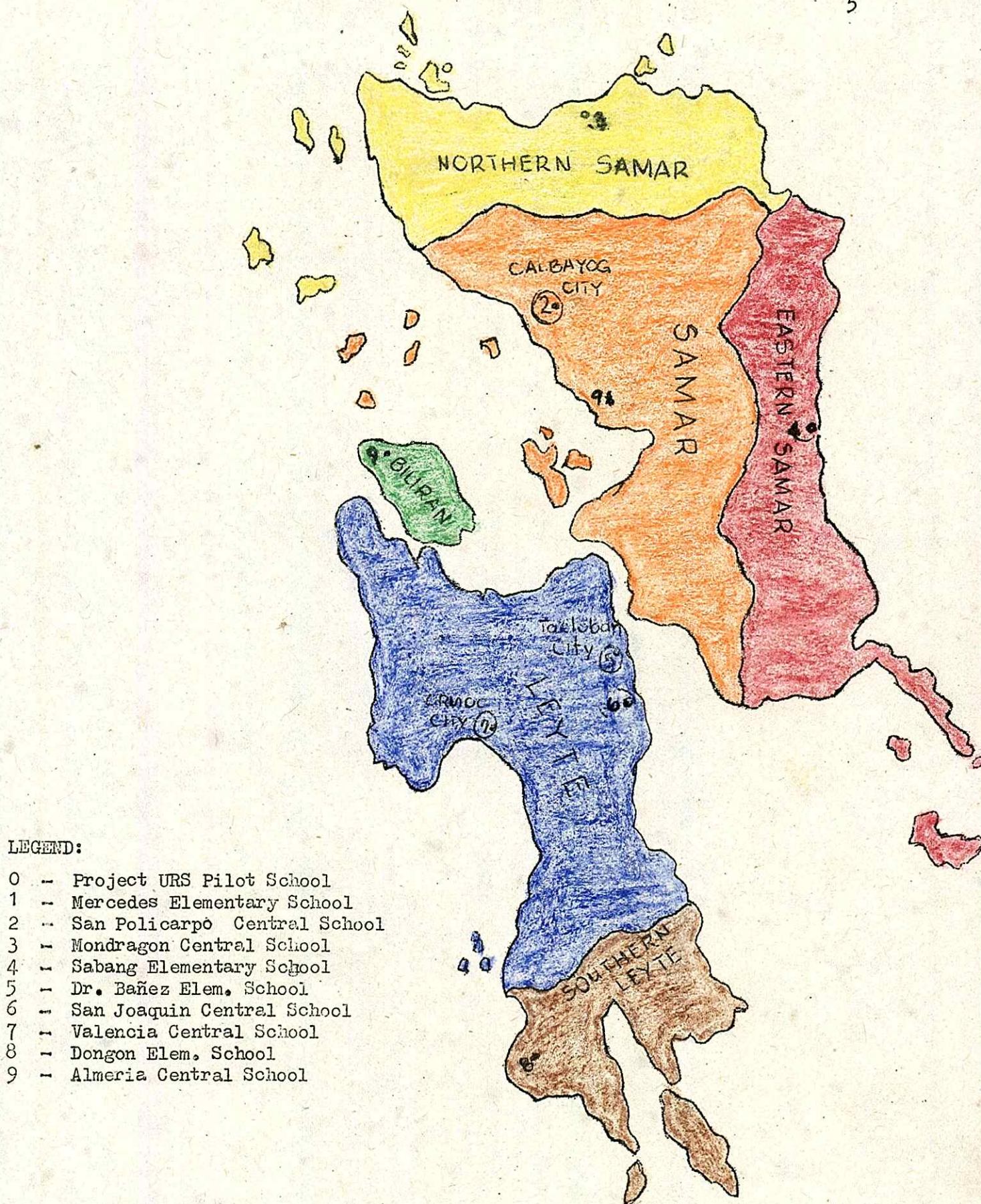


Figure 1. Map of Eastern Visayas showing the project URS Pilot Schools in the Nine Schools Divisions

the second highest in the country. This dropout rate was constantly high through all grades and the rate of 6.17% in the first grade was exceeded only by 7.34% of Central Visayas. It was further revealed that out of the thirteen (13) regions in the country, Eastern Visayas ranked last in achievement in Science and last in Communication Arts - English. On the basis of average achievement test scores in different subject areas, the SOUTELE findings revealed that Eastern Visayas ranked second to the last in language (English), fourth from the bottom in Home Economics, and last in Work Education. On the whole, the performance of the elementary grades children in the region was very poor.

In the Annual Report of the Department of Education, Culture and Sports, Region VIII for the school year 1981-1982, it was revealed that out of the 111,758 Grade I children enrolled in the nine (9) schools divisions in the region, 11,351 (10%) remained unable to read by March 1982 and out of the 56,476 total number of Grade VI children, 1,333 (2%) remained illiterate even after six (6) years in the elementary grades.

Considering these aforementioned educational problems and faced with the "harsh realities" of low pupil performance, high dropout rate and the perennial problem of non-readers, the Elementary Education Division of the Department

of Education, Culture and Sports, Eastern Visayas felt the need to launch an intervention project in consultation with and upon approval by the Regional Directorate, UNICEF and DECS, Manila (Regional Memorandum No. 91, s. 1981). Originally called Project "Children Learn to Read" (CLR), DECS, Manila renamed the project as "Upgrading Reading Skills" or Project URS. The project took off from the initial efforts undertaken in 1981 to improve the reading skills of children in selected schools in Eastern Visayas. The project involved research on and development of appropriate and effective means of teaching reading to Grade I pupils, provision of teaching aids/learning kits to facilitate the teaching and learning of reading skills, and the adoption of the most relevant, effective and appropriate approach of teaching reading to school entrants in Eastern Visayas. The project aimed to: (1) improve the method of teaching basic reading skills to children; (2) carry out the research necessary to ensure that the vocabulary and content of the reading materials and teaching aids are meaningful and appropriate to the learning capacity of children in Eastern Visayas; (3) increase achievement level of Grades I-III pupils; and, (4) bring down the dropout rate by motivating the children and making them experience some initial success in basic reading in early grades.

During the launching of Project URS, the proponents of the project at the DECS, Regional Office No. VIII, selected a pilot school in each division as is shown in the map on page 5. The selected teachers handle the experimental and control classes in each pilot school. The said teachers were exposed to several trainings and workshops especially on the use of the phono-visual-oral-sound blending-meaning approach in the teaching of reading in English and Filipino and the support curriculum materials like lesson plans, skillsbooks, and tutorial kits. These materials were given to experimental Grades I-III teachers and they have been using these materials for the last six (6) years.

In effect, Project URS compliments and supplements two of the ten objectives of the elementary education of DECSRO VIII, which are: (1) to increase annually the participation rate in the elementary by 1.5% and survival rate by 1.05% and, (2) to raise the achievement level of pupils in all grades and in all subjects by at least 2% annually.

The project also strengthened one of the salient features of the New Elementary School Curriculum which is more time allotment to the development of the basic skills or the 3 R's in the lower grades

One of the most important basics that the child must acquire is the ability to read in English and in Filipino with a speed and comprehension appropriate to one's grade level. If a pupil is proficient in English and in Filipino, he has the potentials for successful learning in different subject areas and this predisposes him to be more productive, self-reliant, versatile and totally developed citizen - morally, intellectually and spiritually.

The degree to which the objectives of an on-going language program like Project URS in the region can be ascertained by means of an evaluation. Evaluation is the process of making research-based judgments basic to planning. It is a continuous process which seeks to (1) determine the progress a teacher is making toward the attainment of the objectives of education; (2) find out if his methods are effective; (3) find out if he is really changing pupil behavior in the right direction; and, (4) determine if his objectives are achievable and worthwhile.

Popham (1975:8) maintains that systematic educational evaluation consists of a formal assessment of the worth of educational phenomena. The educational phenomena that are to be evaluated can include the outcomes of an instructional endeavor, the instructional programs that produced these

outcomes, the educational products used in educational efforts, and the goals to which educational efforts are addressed.

The SEAMEO Innovation Modules (1979) state that evaluation of projects not only help the planners and decision-makers. It also caters to the need of project implementors by finding out ways of bringing modification to project implementation like specific procedures to make the project more effective. After the project has been completed, evaluation enables one to determine the extent of influence and adaptability of the project to the environment. Evaluation ascertain whether or not the project has indeed produced and sustained changes in the project clientele. It also uncovers problems that might have unexpectedly cropped up and other side effects that were not thought of before. This feedback can be used by the project planners and decision-makers to introduce some modifications in the project and in its implementation.

The researcher has a strong conviction that will reveal whether or not the objectives of Project URS are being realized in the nine (9) schools divisions in Eastern Visayas reality vital to Project URS institutionalization on as out.

Statement of the Problem

It is the main purpose of this study to investigate the achievement in English and Filipino of grades I-III public elementary school pupils enrolled during the school year 1988-1989 in the Project Upgrading Skills (URS) Pilot Schools in the nine (9) divisions of Eastern Visayas. This study also attempted to determine the causes of variations, if any, in the achievement levels of the pupils under study. Specifically, the study sought to answer the following questions:

1. What are the mean percentage scores in English of Grades I-III pupils enrolled during the school year 1988-1989 in the nine Project URS Pilot Schools in Eastern Visayas?
2. What are the mean percentage scores in Filipino of Grades I-III pupils enrolled during the school year 1988-1989 in the nine Project URS Pilot Schools in Eastern Visayas?
3. Is there a significant difference in the mean percentage scores in English and in Filipino of:
 - 3.1 Pupils in the Project URS experimental and control classes?
 - 3.2 Clientele Project URS Grades I, II, and III pupils?

- 3.3 Pupils in the Project URS central and barangay schools?
- 3.4 Pupils in the Leyte Island Project URS schools and those in the Samar Island Project URS schools?
- 3.5 Project URS pupils coming from the nine schools divisions in Eastern Visayas?
4. What are the personal and professional characteristics of Project URS teachers particularly, in relation to educational qualification, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service, and age?
5. Are the pupils' achievement in English and Filipino related to the personal and professional characteristics of teachers like educational qualification, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service, and age?

Hypotheses

This study advanced the hypotheses that:

1. There is no significant difference in the mean percentage scores in English and in Filipino of:
 - 1.1 Pupils in the Project URS experimental and control classes.
 - 1.2 Clientele Grades I, II, III Project URS pupils.
 - 1.3 Pupils in the Project URS central and barangay schools.
 - 1.4 Pupils in the Leyte Island Project URS pilot schools and those in the Samar Island Project URS pilot schools.
 - 1.5 Project URS pupils coming from the nine (9) schools divisions of Eastern Visayas.
2. Pupils' achievement in English and Filipino are not related to their teachers' educational qualification, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service, and age.

Theoretical Framework

The systems theory in and approach to planning may be viewed as a logically consistent method of reducing a large part of a complex problem to a simple output which can be

used by decision-makers in arriving at best decisions. It permits planners and decision-makers to focus their attention on the aspects of the problem which are most deserving and to restrict their attention to things best handled by system analysis. Such an integration of science and intuition permits consideration of the interrelationships between and among functional activities. In simple terms, it enables managers to get the "big picture" in its proper perspective, rather than requiring them to devote attention to relatively minor aspects of the total system.

Kerzner (1979:13-35) claims that the systems theory can be classified as a management approach which attempts to integrate and unify scientific information across many fields of knowledge. He maintains that a system is a group of elements, human and nonhuman, that is organized and arranged in such a way that the elements can act as a whole toward achieving some common goal, objective or end.

Systems are collections of interacting subsystems which either span or interconnect all schools of management. If properly organized, systems can provide a synergistic outputs, like programs and projects. Programs can be regarded as subsystems. On the other hand, a project is within a program. It is an undertaking with a scheduled beginning and end, and

which normally involves some primary purpose. Both programs and projects are time-phased efforts, but projects are much shorter than programs.

Cleland and King (1983:87-8) emphasized that "every system, project or product has certain phases of development. A clear understanding of these phases permits the manager to better control his resources towards achievement of the desired goal. The phases of development are referred to as life cycle phases. Project management is most often defined by the systems like cycle phases with each phase representing a separate project or task."

The phases of a project system includes: (1) conceptual phase which includes the preliminary evaluation of an idea; (2) the definition phase which is mainly a refinement of the elements described under the conceptual phase; (3) the production phase which is predominantly a testing and final standardization effort so that operations can begin; (4) the operational phase which integrate the project's products or service into existing organizational systems; and, (5) the divestment phase which includes the reallocation of resources.

All decisions and policies are made on the basis of judgments; there is no other way and there never will be.

In the final end, analysis is but an aid whereas judgment is supreme. The systems analysis way of thinking is complementary to the experienced judgment and intuition of decision-makers.

The systems analysis process involve the following steps: (1) input data to mental process; (2) analyze data; (3) predict outcomes; (4) evaluate outcomes and compare alternatives; (5) choose best alternative; (6) take action; and, (7) measure results and compare with predictions.

The systems approach to thinking is most effective if individuals can be trained to be ready with alternative actions which directly tie with the prediction of outcomes. The basic tool is the outcome array which represents the matrix of all possible circumstances. This outcome array can be developed only if the decision-maker thinks in terms of the wide scope of possible outcomes. Outcome descriptions force the decision-makers to spell out clearly just what he is trying to achieve.

It is in the light of the system theory in project management that the researcher understands the present investigation.

Conceptual Framework

The foregoing schema conceptualizes the entire study. (Please see Figure 2). The schema takes into account the important role of the different variables needed in attaining the expected outcomes of the study.

The base of the schema represents the need for an evaluation of Project URS which is responded to by the present investigation, hence, the frame Evaluation on the Impact of the Project URS on the Achievement in English and Filipino of Grades I-III Elementary School Children and Determining the Causes of Variations in the Achievement of Pupils Under Study. The next upper frame shows that the evaluation takes the form of a Survey of Project URS Pupils' Achievement in English and Filipino and the Analysis of the Causes of Variations in their Achievement. The third frame shows the variables and/or variates. The criterion variables are the achievement in English and in Filipino as indicated by the mean percentage scores. The variates are class type, that is, experimental and control classes, grade level - I, II, and III, school location - central and barangay schools, islands - Leyte and Samar, and, the nine divisions in the region - Samar, Calbayog City, Northern Samar, Eastern Samar, Leyte,

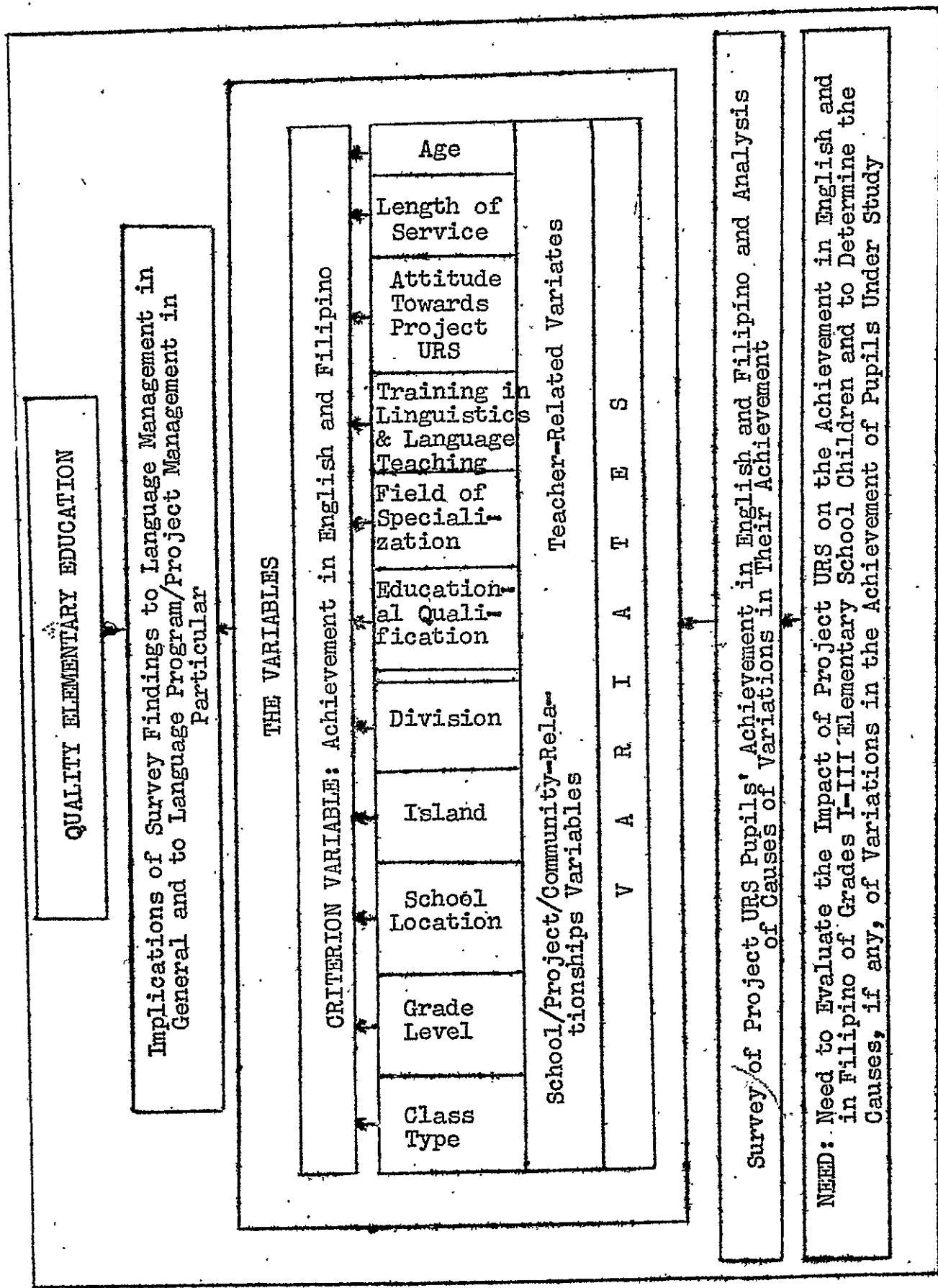


Figure 2. Conceptual Framework of the Study

Tacloban City, Ormoc City, Southern Leyte, and Biliran. The schema also shows the relationship between pupils' achievement as indicated by the mean percentage scores in English and in Filipino and teachers' personal and professional characteristics particularly, educational qualification, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service, and age. The fourth frame shows that implications for language management in general and for language program/project management in particular were drawn from the findings of the study and these are fully discussed in Chapter IV. Finally, the last frame represents the expected outcome of the study which, hopefully, is the attainment of quality elementary education.

Significance of the Study

Achievement test at the end of the year is part of the feedback aspect of Project Upgrading Reading Skills (URS). Like achievement test results, the findings of this study will provide an empirical evidence whether investments or expenditures poured into a given project like Project URS is justifiable or not. Results of this study will help decision-makers in the DECS Regional Office to modify the said project in order to bring a desired effect or effects in their attempt

to improve learning competencies and performance levels of children in Communication Arts - English and Filipino. Furthermore, this research will give us insights into the level of achievement in English and Filipino of the Grades I-III pupils.

To the DECSRO VIII, Elementary Education Division -

Also, the results of this study will help the proponents in making some modifications in order to improve the project during the institutionalization phase of the said project in Eastern Visayas.

To the Language Supervisors (English and Filipino) -

It will help strengthen the English and Filipino program in the division level. It will improve the communicative competency of the teachers both in oral and in written aspects. And, it will also provide direction in instruction and in evaluation.

To the Administrators - The results of this study will be of help to district and school administrators on their task of assessing teacher's competence in relation to the requirements for quality education.

To the Teachers - This will be beneficial in determining whether or not the Phono-Visual-Oral-Sound Blending-Meaning (PVOSBM) Approach indeed, contribute towards the elimination of nonreaders in each class.

To the Parents -- This performance evaluation will be helpful in ascertaining the actual performance level of their own children in English and in Filipino.

Scope and Delimitation of the Study

This study was focused on pupils' achievement in English and in Filipino across grade levels, types of classes, school location, islands, and divisions, taking into consideration the nine (9) pilot schools of the Project Upgrading Reading Skills (URS) in Eastern Visayas vis-a-vis teachers' educational qualification, field of specialization, training in linguistics and language teaching, length of service, age, and attitude towards Project URS.

All the pupils and teachers who were present during the session were involved in this study. As a whole, there were one thousand five hundred twenty-two (1,522) pupils involved in this study. Of this number, four hundred ninety-four (494) were Grade I pupils, five hundred twenty-one (521) were Grade II pupils, and five hundred seven (507) were Grade III pupils. And, there were forty-nine (49) teachers who were involved in the study. Of the 49 teachers, seventeen (17) were teaching Grade I, seventeen (17) were teaching Grade II, and fifteen (15) were teaching Grade III. These pupils and

teachers came from the Project URS pilot schools of the nine divisions of Eastern Visayas, namely: Mercedes Elementary School of Samar Division, San Policarpo Central School of Calbayog City Division, Mondragon Central School of Northern Samar Division, Sabang Elementary School of Eastern Samar Division, San Joaquin Central School of Leyte Division, Dr. Bafiez Memorial Elementary School of Tacloban City Division, Valencia Central School of Ormoc City Division, Dongon Elementary School of Southern Leyte Division, and Almeria Central School of Biliran Division (Please see Figure 1).

The Regional Achievement Tests in English and in Filipino were utilized in this study. The said tests were intended for the Grades I-III pupils enrolled in all the Project URS schools in the region. The researcher utilized a validated questionnaire intended to elicit data on the personal and professional characteristics of Project URS Grades I-III teachers in all the pilot schools in the region. The researcher also conducted informal observations and interviews with the said teachers.

Definition of Terms

The following terms are defined as used in this study:

Achievement. This refers to the accomplishment or proficiency of performance level in a given skill or body of

knowledge. (Good, 1973:7). In this study, achievement refers to the raw and mean percentage scores in English and in Filipino of the Grades I-III Project URS pupils.

Achievement test. This is a test designed to measure the pupil's knowledges, skills, values, etc. in a given field taught in school. (Good, 1973:7). This study used the Regional Achievement Test in English and Filipino I, II, III to measure the Grades I-III pupils' knowledges and skills in English and Filipino.

Barangay School. This is a school located outside the municipal proper, like Mercedes Elementary School, Sabang Elementary School, Dr. Bañez Memorial Elementary School, and Dongon Elementary School.

Central School. This is a school located within the municipal proper, like Mondragon Central School, San Policarpo Central School, San Joaquin Central School, Valencia Central School, and Almeria Central School.

Class type. This refers to the experimental and control classes of Project URS.

Communication Arts (English and Filipino) - This refers to language curricular subjects now named English and Filipino. These subjects cover the structures of the two languages and the four skills of listening, speaking, reading, and writing.

Control Class. This refers to the classes which did not use the Phono-Visual-Oral-Sound Blending-Meaning Approach in the teaching of beginning reading in English and in Filipino and which did not use any supportive curriculum materials from DECSRO VIII.

Division. This study refers to the nine schools divisions of Eastern Visayas, namely: Samar, Calbayog City, Northern Samar, Eastern Samar, Leyte, Tacloban City, Ormoc City, Southern Leyte, and Biliran. A division is headed by a Schools Division Superintendent.

Experimental class. This refers to classes which used the Phono-Visual-Oral-Sound Blending-Meaning Approach in the teaching of beginning reading in English and in Filipino and which used supportive curriculum materials like lesson plans, skillsbooks, and tutorial kits distributed by DECSRO VIII.

Evaluation. It is the process of ascertaining or judging the value or amount of something using a standard of appraisal. (Good, 1973:220). In this study, the achievement of pupils in English and in Filipino was evaluated through the use of the Regional Achievement Tests in English and in Filipino.

Grade Level. It is a measure of educational maturity stated in terms of the school grade attained by an individual pupil or group of pupils at a given time. (Good, 1973: 263). In this study, there were three grade levels involved, namely: Grades I, II, and III.

Island. In this study, it includes the twin islands of Eastern Visayas which are Samar and Leyte Islands. Samar Island comprises the divisions of Samar, Calbayog City, Northern Samar, and Eastern Samar. Leyte Island comprises the divisions of Leyte, Tacloban City, Ormoc City, Southern Leyte, and Biliran.

Language Program. In the field of language arts, it is a school program intended to provide understanding and acquisition of the structures and meanings of a given language as well as its effective use. (Good, 1973:456). In this study, Language Program refers to the English Instruction Program and Filipino Instruction Program.

Mean Percentage Level. As an indicator of pupil achievement, this refers to the sum of all raw test scores pupils got in English and in Filipino divided by the total number of pupils who took the test times 100. This is expressed in percentage and the formula is:
$$\bar{X} = \frac{\sum X}{N} \times 100.$$

Performance. This refers to the actual performance in English and in Filipino of the Grades I-III pupils in the nine pilot schools of Project URS as indicated by pupils' raw scores as well as by the mean percentage scores per class in the Regional Achievement Tests in English and in Filipino.

Pilot School. It is a selected school in the region where teachers and administrators were previously trained in the use of both PVOSEB (Phono-Visual-Oral-Sound Blending-Meaning) Approach and Project URS Curriculum/Instructional Materials. Teachers and pupils actually used these approach and materials. However, situations were left as they were. Variables were not controlled. The research and evaluation design was $O_1 \times O_2$ and $O_0 \times O_0$. (DESCRO VIII Pamphlet). In this study, the pilot schools involved were: Mercedes Elementary School (Samar), San Policarpo Central School (Calbayog City), Mondragon Central School (Northern Samar), Sabang Elementary School (Eastern Samar), Dr. Bañez Memorial Elementary School (Tacloban City), San Joaquin Central School (Leyte), Valencia Central School (Ormoc City), Dongon Elementary School (Southern Leyte), and Almeria Central School (Biliran).

Project URS. URS is an acronym for Upgrading Reading Skills. The project is presently being implemented, primarily to zero out nonreaders and to help teachers and pupils adopt a new approach to teaching communication skills. (DECSRO VIII Pamphlet).

Quality Education. This is a national educational trust which implies an upgrading of educational standards -- a process that is similar to the attainment of excellence in education as well as in life. (Sutaria, 1984:20). Operationally, 75%-100% success per skill is expected of learners.

Region VIII. Popularly referred to as Eastern Visayas. Region VIII comprises the provinces of Samar, Northern Samar, Eastern Samar, Leyte, Southern Leyte, and the Sub-province of Biliran and the cities of Calbayog, Tacloban, and Ormoc.

School Location. This is the place where the Project URS pilot schools are located. There are pilot schools located in the central or municipal proper and there are those found in the barangay or outside the municipal proper.

Variates. This refers to the magnitude of a particular observation, a particular value of a variates, or the whole of a single observation or measurement of a variable. (Good, 1973:639). In this study, variates include class type, grade level, school location, island, and division. It also

includes such teacher-related characteristics like educational qualification, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service, and age. The study hypothesized that the variates do not affect or cause a difference/variation in the pupils' achievement in English and in Filipino, the criterion variable in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

In order to gain insight as to go about with this work, extensive research was undertaken despite of constraints of time. Several books, magazines, journals, theses reports were read from different libraries. Ideas gleaned from noted linguists and scholars opened avenues for a better understanding of the subject on hand.

Literature

From Boe (1971:112) the writer gathered what the important requirements in language learning are, which gave him the idea on (a) what are to be measured in learning a language is that one must have something to say; (b) that one must apply common sense and straight thinking on the language he uses; (c) for growth in the use of the language, one must develop sensitivity to language forms; (d) in speech and writing, standard usage of the language must be practiced; (e) a good vocabulary is needed to enable to portray definitely and accurately his ideas.

Finocchiaro (1970:78) more or less enlightened the writer on the need to evaluate the learners' progress in their language capacities while preparing them for the next higher grades. Her discussions underscored the importance

of appropriate testing to enable the teacher to set realistic standards of achievement for groups or individuals. Testing helps in assessing the effects of experimentation to determine whether the use of another language in the classroom retards or accelerates their progress.

In language learning, Fries (1958:13-4), pointed out that the chief problem is not only that of acquiring vocabulary but also the mastery of sound system and language structures.

One of the objectives of Project URS is on the development of the reading skills especially in the lower grades. Fitzgerald (1955:11) stresses that it is the duty of the school to guide the child to master the skills of communication including listening, speaking, reading, spelling and those of quantitative relationships which the child needs for learning, problem solving, thinking and living. The child must know his environment and the world in which he lives. Effective reading, writing, language, spelling and speech contribute to better improved communication and more effective problem solving, hence, teaching needs various sources of learning in order that children can learn.

According to Coody and Nelson (1982:18), listening, speaking, reading and writing constitute the core of the

elementary school curriculum. They form the basis of practically all learning activities, planned and spontaneous. The language arts program has a great impact on a school's success in achieving its instructional goals. It provides the means to encode language, to translate thought into speech and writing, and to decode or transform language into meaning and thought. The process of encoding draws on the expressive language arts skills composed of speaking and writing. Decoding, on the other hand, draws upon the perceptive skills of reading and listening.

Karlin (1971:32-3), points that a viable reading program is one which develops the basic skills children need in order to read, teaches them how to use reading as a tool of learning, fosters an appreciation of and tests for good literature, and develops permanent interests in reading for enjoyment. These four characteristics become the objectives of our instructional program and at the same time serve as guidelines for evaluating the progress the children make in reading. How we achieve these objectives is what reading instruction is all about.

When it is said that children learn to read, what is meant is that they master the skills and develop the attitudes they need in order to acquire the ability to read.

The basic skills, as cited by Bond and Wagner (1966:8), are as follows: (a) ability to group words into thought units, (b) ability to note details and follow directions, (c) ability to read maps, graphs, and charts, and (d) ability to find references.

According to Deboer and Dallman (1964:55-9), the teacher should observe the following guidelines when planning for a prereading program: (1) the teacher should have clearly in mind the objectives of the prereading program. The general purpose is to guide the child to become better prepared for beginning reading. More specifically, the objectives can be stated as follows: (a) to determine whether the child is ready to learn, and if he is not ready, to find out how he can be helped, (b) to assist the child in becoming adjusted to school life, (c) to broaden the child's background of experience, (d) to help the child gain emotional and social maturity, (e) to help the child increase his speaking and understanding vocabulary, (f) to provide an environment in which the child will have an opportunity to develop skills essential to beginning reading, (g) to increase the child's interest in reading and to make him aware of the functions of reading; (2) reading readiness should be an integral part of the total first grade program; (3) direct help in the

form of practice activities should be provided for some boys and girls; (4) the activities of the prereading program should provide background for the initial reading tasks; (5) the length of the reading readiness period should vary. A child should be taught to read as soon as he is ready; (6) a large variety of appropriate materials should be made available during the prereading period. The child should have access to a large number of attractive books; and, (7) the learner should be ready for each stage in learning to read before he begins it. Before reading instruction, the teacher should make certain that the child has the requisite skill for undertaking the new learning.

McKee (1948:193-203) cites the three essential principles in teaching beginning reading as follows: (1) reading for meaning. Instruction in beginning reading must be of such nature that the child learns to look upon reading as a process of making meaning. He must learn that meaning lies behind printed symbols and that, he does not read a group of words, even though he pronounces these words, or knows that he has seen the forms before, unless he understands what the words mean in the settings in which they are used; (2) emphasizing word identification and word recognition. Good teaching helps the pupil identify words that are taught

by the so-called sight methods, and will begin and continue the development of the child's power to identify strange printed words independently. In his first contact with a given word, the child will look at the form of the word as the teacher tells him the pronunciation, will force him to recall its meaning. Then, by looking at the form and at the same time thinking out the meaning, the child can associate the pronunciation and the meaning with the form of the word; and, (3) providing for individual differences. Since the pupils in the first grade class can not progress at a uniform rate in learning to read, instruction in beginning reading must often be more or less individualized. One small group may be reading a first pre-primer, another, a primer, and still another, one or more other books of greater difficulty. Within each group, the teacher needs to give close attention to the needs of each pupil providing the particular instruction needed for the child to make satisfactory progress.

To pursue effective reading instruction in reading skills, the teacher must have a strong faith that every child is capable of achieving progress.

According to Harries, (1956:26-51), reading can not be mastered after a long process of growing and learning takes place. It is a much higher level of growth and brain deve-

lopment, and a host of specific learning. Some of the traits involved depend primarily on the growth potentials of children, determined largely by a conventional make-up. Other equally important traits develop through learning from everyday living. The ultimate interplay of inner growth and environmental stimulation is present in all aspects of child development, and readiness is not a single trait but a state of all-round development of maturity. It is best developed in a classroom atmosphere which provides optimum conditions of physical, intellectual and social development.

Greene (1982:2), cites that the development of literacy skills should be conceived as an opening, a becoming, never a fixed end. The fundamental skills are the only foundations and that learning does not actually begin until people begin to teach themselves. Teaching for literacy conceives learning as action rather than behavior.

Moffet and Wagner (1976:10) point out that on the reading side, literacy covers what the teachers call decoding and word recognition; on the writing side, it covers the transcription skills of handwriting, spelling and punctuation.

Deboer and Dallman (1964:243-44) had further emphasized that reading is an important means of introducing the child to the surrounding world. Through reading, he can view ever-

widening horizons and explore ever-new areas in the world of things, people and events. The pupil's knowledge is the distillation of his impressions gained from abundant reading.

Reading is given emphasis by the teachers and administrators because of the 3 R's or the "return-to-the-basics". Down (1977:3) cites these reasons for the "return-to-the-basics" trend: (1) growth of educational consumerism in our society. Parents are beginning to insist on having a voice in their children's education. With educational costs fast rising, people ask why student achievement is declining; (2) proliferation of educational innovations. These changes are adopted to effect major improvements in student achievement; (3) lack of emphasis on mastery of the subject matter. The curriculum gives more emphasis on work experiences. The trend has swung to the extreme on self-image and too little on acquiring the fundamental skills; and, (4) large amounts of information that the public had revealed in recent years about the outcome of schooling. Research findings have produced much data and information on teaching and on instructional results.

Sutaria (1980) in her speech delivered to the Third National Conference of Regional Chiefs and Assistant Chiefs of Elementary Education had re-interpreted the "back-to-the-basics" in the following three dimensions: First, it gives

more emphasis on strengthening of the tool skills which are called the 3 R's. The second dimension gives emphasis on learning the knowledges, skills and attitudes basic to the mastery of higher level or more complex learning. One weakness of teaching today is the tendency to teach complex knowledge and skill without first teaching its prerequisites. The result is often no mastery of complex skills taught. Stress needs to be placed on teaching the components of the higher levels or more complex skills or knowledge later. The teacher should proceed from easy to difficult. Likewise, skills and knowledges have to be determined and sequenced properly to assure mastery.

The third dimension develops mastery of knowledges, skills and attitudes considered basic to good citizenship and makes an individual capable of participating actively in the social process.

There are different methods in the teaching of beginning reading and Villamin (1984:22-37) had grouped these methods into three: (1) methods which lay emphasis on the elements of words and their sounds, (2) method which emphasizes meaning from the beginning, and, (3) current trends in teaching beginning reading.

The methods which lay emphasis on the elements of words and their sounds or analytic methods were grouped in:

(a) alphabetic method - It is a method which assumes the familiarity with the forms and names of letters which helps the pupils recognize and pronounce words, (b) phonetic method - it is a method which adopted owing to the fact that the sounds of the letters not their names, when uttered rapidly, produce the word. It assumes that once these sounds have been learned, they are combined into syllables and words, then into larger language units. It is effective for language in which sounds and forms of letters invariably correspond and when used for language which are not purely phonetic, some of the letters are modified or diacritical marks indicate the appropriate sounds, and, (c) syllabic method - it is a method which the key units in teaching are syllable units. As syllables are introduced and learned, they are combined to form words and sentences. The use of syllables are preferred to that of letters because many consonants can be pronounced accurately only in combination with vowels.

The methods which emphasizes meaning from the beginning or synthetic methods were grouped into: (a) word method or Dolch basic sight words - it is a method in which words are presented in a meaningful setting and learned by the "see-and-say" method during the first few lessons, that is assuming that each word has a characteristics form by which it can be remembered. Attention is directed to details of words,

such as syllables and letters and then sounds; these elements are used in training pupils to discover, recognize and pronounce new words independently and accurately, (b) phrase method - it is a method which is based on the assumption that phrases are more interesting than words and phrases added emphasis on meaning. It is also recommended in the belief that since good readers recognize group of words at its fixation of the eyes, the method should foster rapid growth in efficient reading, (c) sentence method - it is a method which gives emphasis on sentences and not the word or letter in the true unit of language, and, (d) story method - is an extension of the sentence method using a story as a unit of instruction in early reading activities.

The current trends in teaching beginning reading were grouped into: (a) eclectic trend or the analytic - synthetic method - is a method which uses graded words, sentences and simple passages which were carefully selected and the children are guided to analyze, compare and synthesize these selections. As a result children became acquainted with the elements of language and mechanics of reading, (b) linguistic approaches were sub-grouped into: (1) Bloomfield approach - which was advocated by Dr. Leonard Bloomfield and Clarence Barnhart. Teaching starts with capital letters and small

letters, (2) Fries Approach - which was advocated by Charles Fries. This is an expanded version of Bloomfield's work. Fries' goal is high-speed identification with 100 percent accuracy. He does not advocate on the teaching of letters in alphabetical order and suggest the following order - stroke letters, letters combining strokes and parts of circles, and, round letters. The pupils tell whether the pairs are the same or different aimed at developing automatic habits of recognition for the letter shapes. (3) language experience approach - which uses reading and other communication skills such as listening, speaking and writing together in the instructional program. It uses a listing of language experiences which generate productive thinking. It allows freedom of expression, satisfy curiosity and promotes personal satisfaction. Some of these language experiences are: listening to and telling stories, developing awareness of common vocabulary and expanding them, reading a variety of symbols, integrating and assimilating ideas and reading critically, (c) dimensional approach - is an approach in which case certain dimensions for effective learning are taken into consideration. Individual differences are considered. Since that no two individuals are alike, it can be met by diagnosing the pupils' strength and weaknesses, and,

(d) the PVOSBM (Phono-Visual-Oral-Sound Blending-Meaning) Approach (1981) - which is used in the teaching of beginning reading in English and Filipino. It is an approach which emphasizes at the very start the teaching/learning of the basic sounds of English and Filipino alphabets before teaching/learning the names of the letter as they are embodied in, represented by their graphic symbols, the letters of the English and Filipino alphabets. This is the Hear, See, Say Stage. After mastering the basic sounds embodied in the letters that represent them, the children are taught how to blend the sounds. This is the sound-blending stage. The third stage is meaning. It is comprehending of what is read. In this stage, it is assumed that children have already mastered the basic sounds and they can blend these sounds and they can blend these sounds in varied syllabic structures. These basic beginning reading skills will enable them to recognize and form a mental picture of the configuration of words.

The foregoing review of related literature emphasizes the essence of the "back-to-the-basics" movement, that is to develop mastery of the basic communication skills which include listening, speaking, reading and spelling. Likewise, in order to facilitate effective learning of these basic

skills, particularly to pupils in the lower grades, different objectives and principles are cited to improve reading instruction and language development. All the methods and approaches mentioned have something to do on upgrading reading skills but this study focused mainly on the use of the PVOSEBM Approach in the teaching of beginning reading in English and Filipino.

Studies

On the importance of English in our educational system, Dacanay (1976), envisioned that from many indications, English will continue to be the language of instruction in our schools for some time to come. The time for learning it, however, has shortened but the demand on the pupils' obtained in word meaning were consistent with the findings of local educators who reported that English vocabulary of Filipino children is one and a half year behind the English speaking child.

Concerning the learning of Filipino, the study of Cabagnet (1979), revealed that pupils in the grades had low performance in language achievement in Filipino due to many problems felt by the teachers in teaching the language. A great number of them had few units in Filipino and because of this deficiency majority of them resorted to using the vernacular as a medium in teaching the subjects where Filipino is supposed to be used. Added to this was the lack or even absence of instructional materials and books. It was also

evident that there was less supervision and emphasis given to Filipino as a subject compared to other subject areas in the school curriculum. This investigation of Cabagnot simply showed that both the teachers and administrators in the district of her study were wanting in interest in using Filipino as medium of instruction.

The studies of Dacanay and Cabagnot had the same bearing with the present study because it involves on the use of English and Filipino. However, the present study differs from the mentioned studies because it involved the primary grades pupils and it deals on the achievement of pupils in English and Filipino.

Given direct bearing on this study were the findings of Lapingcao (1980), which revealed that the grade six pupils manifested better achievement in Filipino than they did in English. The assumption was that the former is phonetically and basically related to Cebuano while English stands for foreign language.

Majority of the pupils fell under the average category in the reading achievement in English and in Filipino. The girls showed better achievement results in both English and Filipino than the boys. There was a positive relationship between the reading achievement in English and Filipino. The pupils who achieved better in English also achieved better in English also achieved better in Filipino.

The study of Lapingcao is the same with the present study in the sense that it is on the relationship of English and Filipino and the instruments used was to look into the performance of the pupils in the two subject areas. But, they differ on the grade level. The former utilized the grade six pupils while the latter utilized the grades I, II, and III.

Untalan (1972), classified the difficulties encountered by high school students in learning Filipino in the Philippine Normal College. Her study showed that these difficulties were in accordance with the following categories: functional grammar, correct usage, word meaning, spelling, and the use of words that the same spelling but have different pronunciation.

Conclusive proofs were advanced by de Leon (1973) in her research that non-Tagalog students whether Christians or Muslims have difficulty in learning Filipino especially in so far as grammar, correct usage, diction, spelling, and pronunciation are concerned. Only a slight difference in language achievement between Christian and Muslim existed. It was in grammar where difficulties encountered by her subjects were great. Diction and choice of words posed as stumbling blocks in their written composition.

Low (1976), cited that a child who has learned to read and write in Filipino has the wealth of background skills that will bring him to the task of learning English. For him the

skill of word recognition and comprehension of written English can be built upon the literacy proficiency he already possesses. Some skills learned in English may serve well in learning the same skill in Filipino or vice versa.

Gonzales (1976), underscored that, as a maximum requirement, the mastery of standard Filipino must be the objective of the classroom instruction for an effective bilingual program. Slang Filipino has limited uses; its domains are in the areas of intimacy and friendship. A similar concept would apply to English. We do not need the average Filipino in school to speak the American slang; it has low functionality. What we need to teach is the standard English.

The really problematic ones are the monolinguals, the non-Tagalog speakers who must learn Filipino. Gonzales admonished not to exaggerate the difference between Filipino and the non-Tagalog languages in the Philippines; for the ethnologists and the historically comparative linguists tell us that all these languages are cousins and germane to each other, although some may be more distant in any manner.

Adjawel (1979), on the same point of view stated that the Cebuano who is linguistically distant from the Tagalog, is also sociologically and psychologically distant, much more than the Ilocano is. The Cebuano language contains common structure components, many of the lexical terms, and common inventory of sounds.

This contention of both Gonzales and Adjawel is shared by Go (1978), who declared that a non-Tagalog child in our bilingual set up may be learning two second languages. The possibility is that he learns faster than he does English owing to the fact that his first language which is Cebuano has close relationship to Filipino in sound, vocabulary, and grammatical structures.

The present study has the same bearing with the studies of Untalan, et. al., because it deals on the learning of the Filipino language by the non-Tagalog pupils. This differs from the aforementioned studies because it is on the performance of the primary grades pupils.

The thesis of Peralta (1975), revealed that Cebuano-speaking pupils in Grade Four in the public schools of Cebu City whose parents have higher educational attainment were proficient in written work in English than in Filipino. On the other hand, pupils whose parents belong to the average or lower brackets of society have spelling and vocabulary as their weakness. They fared better in written work in Filipino. She further explained that these pupils have less exposure to English; what pieces of literature they have at home are either in Filipino or Cebuano.

The study of Peralta is the same with the present study for the reason that both deals on relationships of the achieve-

ments in English and Filipino. However, this study differs from her in the sense that this study deals on the performance of the pupils in the two subject areas towards the personal and professional characteristics of the teachers while that of her study deals on the relationships of the performance of the pupils towards the personal and professional characteristics of the parents.

Cananua (1988) conducted a study in order to evaluate the performance of the Grade II pupils of Catbalogan I Central Elementary School, with the end view of determining whether the performance of the pupils satisfied the expected mean percentage scores established by the school, district, and the division for the school year 1986-1987. The following were her findings: (a) there is no significant difference in the pupil's actual performance in the school, district, and division achievement test in English, Mathematics, and Filipino. But, it has a significant difference in Sibika at Kultura, (b) there is no significant relationship between the expected and actual performance in English, Mathematics, Filipino and Sibika at Kultura in the school, district and division achievement test, and, (c) taking all the subjects collectively, the general pupils' performance met and the performance target set by the school, the district, and the division as

indicated by the insignificant differences between the expected and the actual mean percentage score.

The study of Cananua had the same bearing with the present study because both utilized the Grade II pupils and the achievement tests in English and in Filipino. It differs with the present study because the present study used the descriptive research study, it involve the Grades I and III pupils, it utilized the regional achievement tests and the samples came from the nine Project URS pilot schools in the region.

Gabieta (1985) made a research study which determined the status and the extent of implementation of Project URS in the ten (10) clientele schools of the Division of Samar during the school year 1984-1985. The researcher used the descriptive method in conducting the study and developed a questionnaire in order to obtain needed data to answer specific questions raised. To some extent, interviews with the teachers and administrators were also conducted.

This study was limited to the ten clientele schools of the Division of Samar with 48 Grade I, 42 Grade II, and 38 Grade III teachers and 21 administrators composed of 2 General Education Supervisors for English and Filipino, 6 District Supervisors, 9 Principals, and 4 Head Teachers as respondents.

Data analysis was confined to frequency counts and their corresponding percentages. Ranking was used where applicable and appropriate.

The following were the findings of his study: (a) on the appraisal of the effectiveness and efficiency of the PVOSBM Approach to help nonreaders after a year of implementation were mostly satisfactory according to 49.6%, while 44.29% said it was "very satisfactory", (b) most classes or 78.9% of the classes in the clientele schools reached the percentage of achievement to 85%. Nine classes reached 90% and eleven classes reached 90% and eleven classes reached 95%, (c) 20 administrators or 95.23% implemented Project URS in the exercise of their administrative and supervisory functions, (d) 98 teachers or 65.77% said they implemented the Project URS because they believed it would improve pupils' reading capabilities, (e) 44 teachers or 34.37% had implemented the Project URS fully, while 85 teachers or 66.40% partly implemented them, (f) 78 teachers or 52.34% have satisfactorily mastered the concepts and techniques of Project URS, while 48 teachers or 32.21% have mastered partly, and, (g) as a whole, most clientele schools rated Project URS as a "Good system" with a frequency of 78 or 52.34%, while 58 or 38.92% rated it as "Very Satisfactory", 4 or 3.12% rated it as "Excellent", and 4 or 3.12% rated it "Fair".

An experimental study was conducted by Bartolome (1983) on the effect of the PVO SBM Approach in the central schools of the Division of Calbayog City. The purpose of her study was to determine the effect of the PVO SBM Approach on the reading achievement in Filipino of Grade One Waray Learners in the Central Schools of the Division of Calbayog City.

Bartolome made use of one big central elementary school for each district or a total of five selected elementary central schools in the Division of Calbayog City.

The study made use of 400 randomly selected grade one pupils enrolled during the school year, 1982-1983. These grade one pupils were equated as to age, mental ability, sex and socio-economic status. The ten grade one public elementary school teachers were also equated as to age, educational attainment, length of service and performance ratings.

Bartolome controlled the variables of age, sex, mental ability and socio-economic status by selecting only children who were seven years of age, by having the same number of male and female children and by using children belonging to the same socio-economic status. The children and teachers were randomly assigned to the Experimental or Control Group in each school.

The Pretest - Posttest Experimental - Control Group design was used. This design takes this form:

$$\begin{array}{ccccccc} R & & O_1 & & x & & O_2 \\ & & & & & & \\ R & & O_3 & & & & O_4 \end{array}$$

The pretest was given to both groups before the introduction of the Experimental Variables, which is the PVOSBM Approach. The posttest was given to both groups to determine the difference of the mean scores. The t-test was computed to determine the significance of the difference between means.

Findings revealed that the mean scores of pupils in the Experimental Group was 17.25, while the Control Group obtained a mean score of 8.24. The t-value of the difference was 8.24, which was significant at .05 level. The study concluded that the PVOSBM Approach which was the Experimental Variable, proved more effective than the conventional way of teaching reading in Filipino.

The studies made by Gabieta and Bartolome were the same with the present study because it is concerned on the evaluation phase in the implementation of Project URS. However, the present study differs on the following aspects:

(1) Gabieta's study involved the administrators and teachers, while the present study involved the administrators, teachers,

and pupils, (2) Bartolome's study utilized the Pretest - Posttest Experimental - Control Group design, while the present study utilized the descriptive research design, (3) Both studies were limited to the division level, while the present study was limited to the regional level.

The present study which aimed to investigate the performance of the Grades I-III pupils in English and in Filipino and to determine the causes, if any, of variations in the achievement of pupils under study, may somehow redirect the project managers and implementors in the institutionalization of Project URS if it yields positive results.

CHAPTER III

METHODOLOGY

This chapter discusses the research methodology. It includes the research design, the subjects and respondents, instrumentation, data collection, and statistical treatment of data.

The Research Design

The descriptive research design was used in the study. Estolas and Boquiren (1973:73) maintain that the descriptive research design can obtain facts about existing conditions or detect significant relationships between current phenomena. The descriptive research describes and interpretes "What is". In this study, it describes the achievement level in English and in Filipino of the Grades I-III pupils who were enrolled during the school year 1988-1989 in the nine Project URS pilot schools in Eastern Visayas. It also describes the relationships between the achievement of the pupils and the personal and professional characteristics of the Project URS teachers.

The Subjects/Respondents

The study used pupil subjects and teacher respondents.

Pupil Subjects. The pupil subjects were the Grades I, II, and III pupils actually attending classes during the school year 1988-1989 in the nine Project URS schools in the nine (9) schools divisions in Region VIII. These pupils were of varied sexes, ages, family background and socio-economic status. They were subjected to the Achievement Test in English and Achievement Test in Filipino.

Table 1 presents the distribution of the pupil subjects.

Table 1

Distribution of Pupil Subjects
By Division and By
Grade Level

Division	Pilot School	I	II	III	Total
1. Leyte	San Joaquin Central	53	55	52	160
2. Tacloban City	Dr. Bañez Elementary	74	93	96	263
3. Ormoc City	Valencia Central	54	51	53	158
4. Southern Leyte	Dongon Elementary	36	20	29	85
5. Biliran	Almeria Central	67	54	61	182
6. Samar	Mercedes Elementary	57	56	62	175
7. Calbayog City	San Policarpo Central	53	53	51	157
8. Northern Samar	Mondragon Central	45	81	52	178
9. Eastern Samar	Sabang Elementary	55	58	51	164
T o t a l		494	521	507	1,522

Table 1 shows that a total of one thousand five hundred twenty-two (1,522) Grades I-III pupils were involved in this study. Of this number, four hundred ninety-four (494) were Grade I pupils; five hundred twenty-one (521) were Grade II pupils; and, five hundred seven (507) were Grade III pupils.

Divisionwise, one hundred sixty (160) pupils came from Leyte Division; two hundred sixty-three (263) came from Tacloban City Division; one hundred fifty-eight (158), Ormoc City Division; eighty-five (85), Southern Leyte Division; one hundred eighty-two (182), Biliran Division; one hundred seventy-five (175), Samar Division; one hundred fifty-seven (157), Calbayog City Division; one hundred seventy-eight (178), Northern Samar Division; one hundred sixty-four (164), Eastern Samar Division.

Teacher Respondents. Table 2 presents the teacher respondents of the study.

The table reveals that there were forty-nine (49) teachers involved in this study. Of this number, seventeen (17) were Grade I teachers, seventeen (17) were Grade II teachers, and fifteen (15) were Grade III teachers. Divisionwise, six (6) teachers came from Leyte Division; six (6) came from Tacloban City Division; four (4), Ormoc City Division; four (4),

Table 2

Distribution of Teacher Respondents
By Division and By Grade Level

Division	Pilot School	I	II	III	Total
1. Leyte	: San Joaquin Central	: 2	: 2	: 2	: 6
2. Tacloban City	: Dr. Bañez Elementary	: 2	: 2	: 2	: 6
3. Ormoc City	: Valencia Central	: 1	: 2	: 1	: 4
4. Southern Leyte	: Dongon Elementary	: 2	: 1	: 1	: 4
5. Biliran	: Almeria Central	: 2	: 2	: 2	: 6
6. Samar	: Mercedes Elementary	: 2	: 2	: 2	: 6
7. Calbayog City	: San Policarpo Central	: 2	: 2	: 2	: 6
8. Northern Samar	: Mondragon Central	: 2	: 2	: 1	: 5
9. Eastern Samar	: Sabang Elementary	: 2	: 2	: 2	: 6
T o t a l		:17	:17	:15	: 49

Southern Leyte Division; six (6), Biliran Division; six (6), Samar Division; six (6), Calbayog City Division; five (5), Northern Samar Division; and, six (6), Eastern Samar Division. These teachers responded to the questionnaire designed to elicit data on their personal and professional characteristics.

Variables Involved

As a descriptive research, the study involved several variates and one criterion variable.

Variates. The variates involved in the study were pupil/home variates and teacher variates. The pupil/home variates were class type, grade level, school location, home island and home division. The teacher variates were educational qualifications, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service and age. The pupil/home variates served as classification variables with each variate having two or more levels, namely: for class type-experimental and control; grade level-grades I, II, and III; school location-central and barangay, home island-Leyte and Samar; and home division-Leyte, Tacloban City, Ormoc City, Southern Leyte, Biliran, Samar, Calbayog City, Northern Samar and Eastern Samar. The study attempted to determine, using the t-test, the influence of these pupil/home variates on the criterion variable.

On the other hand, the teacher variates served as relationship variables and their influence on the criterion variable was determined through the Pearson Product Moment Correlation and the Fisher's t.

Criterion Variable. Pupil achievement in English and in Filipino was the criterion variable in the study. This variable has five levels, namely: very high achievement level, high achievement level, average achievement level, low achievement level, and very low achievement level. Specific indicators of these achievement levels were the pupils percentage scores in the achievement test in English and in Filipino.

Instrumentation

The study used achievement tests and questionnaires to elicit the needed research data.

Achievement Tests. The researcher adopted the test questions of the Regional Achievement Tests in English and Filipino of the DECS Regional Office No. VIII. These are previously validated test items with 40% - 70% difficulty indices and .40 - .80 discrimination indices. The tests cover the four language skills of (a) listening, (b) speaking, (c) reading, and, (d) writing which are all found in the Minimum Learning Competencies for Grades I-III. The number of test items in each grade level are as follows: twenty-five (25) items for Grade I, thirty (30) items for Grade II, and, thirty-five (35) items for Grade III.

Almost all of the test items are of the objective type using the multiple choice with four options, to facilitate test administration, scoring, and interpretation.

The study used the following scoring and interpretation scheme:

<u>Percentage Score</u>	<u>Interpretation</u>
80.45% - 100%	Very High Achievement Level (VHAL)
60.45% - 80.44%	High Achievement Level (HAL)
40.45% - 60.44%	Average Achievement Level (AAL)
20.45% - 40.44%	Low Achievement Level (LAL)
Less - 20.44%	Very Low Achievement Level (VLAL)

The test can be finished in 60 minutes or one hour, the teaching time in English and Filipino I, II, and III.

The Questionnaire. The researcher used the questionnaire developed by Gabieta (1985) in gathering data on teacher variables believed to exact influence the criterion variable. This questionnaire was tried out on November 14, 1988 on a group of Grades I-III teachers of Catbalogan III Central School, one of the clientele schools of Project URS in the Division of Samar but did not form part of the school sample involved in the study. The teachers were requested to check

or underline the items in the questionnaire that were not clear. In order to recheck the clarity of the items after they were corrected and rephrased, the questionnaire was also submitted for further evaluation to some graduate students of Samar State Polytechnic College during the second semester of school year 1988-1989. These graduate students were also Grade I-III teachers themselves. Then the questionnaire was submitted to the adviser for comments and suggestions. Another revision was made on the questionnaire with suggestions from the adviser as basis after which it was finalized. The final form of the questionnaire had two parts: Part I, on the personal qualifications of teachers and Part II, on the perceptions of teachers about Project URS.

Interviews and Observations. Informal interviews and observations were also conducted to obtain additional information to supplement the data obtained through the questionnaire.

Data Collection

The researcher sought the approval of the Regional Director and the Schools Division Superintendents for the use and administration of the achievement tests to the Grades I-III pupils and to field the questionnaire to the

Grade I-III teachers in all the Project URS pilot schools in the nine schools divisions in Eastern Visayas.

Then the researcher went personally to all the pilot schools in the region to meet the school administrators, teachers, and pupils from February 1-15, 1989. The researcher gave the achievement tests simultaneously to all the Grades I-III pupils in the Project URS experimental and control classes. While the pupils were answering the tests, the researcher distributed the questionnaires to the Grades I-III teachers handling the experimental and control classes.

To gather additional information to supplement the data gathered through the questionnaire and to verify doubtful answers, the researcher also conducted informal observations and interviews with the district/school administrators and teachers.

Statistical Treatment of Data

To arrive at solutions to the problems raised in the study, pupils' answer sheets were corrected, recorded, analyzed, and interpreted quantitatively and qualitatively using appropriate statistical measures. Teachers' responses to the research questionnaire were likewise collected, recorded, analyzed and interpreted.

Different statistical tools such as the mean percentage score, analysis of variance for two-way classification, Duncan's multiple range test, Pearson Product Moment Correlation, and the Fisher's t were employed.

To get the percentage score per pupil as well as the mean percentage score, the following formulas were used:

$$\text{Pupil's Percentage Score} = \frac{\text{Total No. of Items Correctly Answered by the Pupil}}{\text{Total No. of Items}} \times 100$$

$$\text{Mean Percentage Score} = \frac{\text{Sum of All Percentage Scores of the Examinees}}{\text{Total No. of Examinees}} \times 100$$

There were two null hypotheses tested in this study.

To test the first hypothesis, the researcher used the analysis of variance for two-way classification (Walpole:406-410) to test the significant difference between the mean percentage scores in English and in Filipino relative to such variates as class type, grade level, school location, island, and home division.

The formula used was:

$$SS \text{ Column} = \frac{\sum_{i=1}^c T_i^2 - C}{r}$$

$$SS \text{ Row} = \frac{\sum_{j=1}^r T_j^2 - C}{c}$$

$$SS \text{ Error} = SS \text{ Tot} - SS \text{ Column} - SS \text{ Row}$$

$$SS \text{ Total} = \sum X^2 - C$$

Where:

$$C = \text{Corrector factor} = \frac{\text{Total}^2}{N}$$

$$T_i = \text{Total for } i\text{th column}$$

$$T_j = \text{Total for } j\text{th row}$$

$$c = \text{No. of columns}$$

$$r = \text{No. of rows}$$

To compute r_1 the Pearson's Product Moment Correlation (Walpole:375-378) was used. The formula is as follows:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N} \right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N} \right]}}$$

Where:

r_{xy} = correlation coefficient of x and y

$\sum XY$ = sum of the product of XY pairs

$\sum X$ = sum of all X values

$\sum X^2$ = sum of the individual squares of the
X values

$\sum Y$ = sum of all Y values

$\sum Y^2$ = sum of the individual squares of the
Y values

$(\sum X)^2$ = square of the sum of the X values

$(\sum Y)^2$ = square of the sum of the Y values

N = Number of pairs

To test the second hypothesis, the researcher used the Fisher's T (Guilford:157-159) using the formula below:

$$\text{Fisher's T} = r \sqrt{\frac{N-2}{1-r^2}}$$

Where:

r = computed correlation coefficient

N = Number of paired values

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

It was the main purpose of this study to investigate the achievement in English and in Filipino of Grades I-III pupils enrolled during the school year 1988 - 1989 in the Project URS pilot schools in the nine (9) schools divisions of Eastern Visayas and to determine, through statistical procedures, causes of variations/influence of some selected variables on pupils' achievement level. This chapter presents and discusses the data on the subjects and respondents of the study, the Project URS pupils' achievement in English, the Project URS pupils' achievement in Filipino, and the influence of some selected variables on the Project URS pupils' achievement in English and in Filipino. This chapter also presents a summary of implications to language programs/projects management in general and to Project URS management in particular.

PROJECT URS PUPILS' ACHIEVEMENT IN ENGLISH

Achievement in English of Grade I Project URS Pupils

Table 3 presents the mean percentage scores in English of Grade I Project URS pupils by division and by school.

Table 3

Mean Percentage Scores in English of Grade I Project
URS Pupils By Division and By School

Division	School	MPS	Inter-pretation
1. Leyte	San Joaquin Central	49.00	AAL
2. Tacloban City	Dr. Ballez Elementary	49.03	AAL
3. Ormoc City	Valencia Central	47.69	AAL
4. Southern Leyte	Dongon Elementary	41.33	AAL
5. Biliran	Almeria Central	59.00	AAL
6. Samar	Mercedes Elementary	52.27	AAL
7. Calbayog City	San Policarpo Central	44.00	AAL
8. Northern Samar	Mondragon Central	40.75	AAL
9. Eastern Samar	Sabang Elementary	41.31	AAL
Average MPS		47.16	AAL

Table 3 reveals that the average mean percentage scores in English of the Grade I pupils in the nine (9) Project URS pilot schools in the region was 47.16. This means that the Grade I pupils' achievement level in English was average. All the nine (9) Project URS pilot schools in the region were able to get the average achievement level, namely: Almeria Central with a mean percentage score of 59.00, Mercedes

Elementary -- 52.27, San Joaquin Central -- 49.08, Dr. Bañez Elementary -- 49.03, Valencia Central -- 47.69, San Policarpo Central -- 44.00, Dongon Elementary -- 41.33, Sabang Elementary -- 41.31 and Mondragon Central -- 40.75.

Achievement in English of Grade II Project URS Pupils

Table 4 presents the mean percentage scores of Grade II Project URS pupils by division and by school.

Table 4

Mean Percentage Scores in English of Grade II Project URS Pupils By Division and By School

Division	School	MPS	Interpretation
1. Leyte	San Joaquin Central	51.07	AAL
2. Tacloban City	Dr. Bañez Elementary	50.67	AAL
3. Ormoc City	Valencia Central	52.4	AAL
4. Southern Leyte	Dongon Elementary	44.5	AAL
5. Biliran	Almeria Central	55.29	AAL
6. Samar	Mercedes Elementary	48.39	AAL
7. Calbayog City	San Policarpo Central	48.45	AAL
8. Northern Samar	Mondragon Central	41.68	AAL
9. Eastern Samar	Sabang Elementary	43.71	AAL
Average MPS		48.46	AAL

It can be gleaned from Table 4 that the average mean percentage score in English of the Grade II Project URS pupils in the region was 48.46. This finding implies that the achievement level in English of the Grade II Project URS pupils was average.

All the nine (9) Project URS pilot schools in the region were of average achievement level and those are: Almeria Central which got a mean percentage score of 55.29, Valencia Central -- 52.4, San Joaquin Central -- 51.07, Dr. Bañez Elementary -- 50.67, San Policarpo Central -- 48.45, Mercedes Elementary -- 48.39, Dongon Elementary -- 44.5, Sabang Elementary -- 43.71, and Mondragon Central -- 41.68.

Achievement in English of Grade III Project URS Pupils

Table 5 presents the mean percentage scores of Grade III Project URS pupils by division and by school.

Table 5

Mean Percentage Scores in English of Grade III Project
URS Pupils By Division and By School

Division	School	MPS	Inter- preta- tion
1. Leyte	San Joaquin Central	72.12	HAL
2. Tacloban City	Dr. Ballez Elementary	75.08	HAL
3. Ormoc City	Valencia Central	72.00	HAL
4. Southern Leyte	Dongon Elementary	55.27	AAL
5. Biliran	Almeria Central	78.92	HAL
6. Samar	Mercedes Elementary	76.67	HAL
7. Calbayog City	San Policarpo Central	71.73	HAL
8. Northern Samar	Mondragon Central	63.33	HAL
9. Eastern Samar	Sabang Elementary	58.51	AAL
Average MPS		69.29	HAL

Table 5 shows that the average mean percentage score in English of the Grade III Project URS pupils in the region was 69.29 which is indicative of high achievement level.

Of the nine (9) Project URS pilot schools in the region, seven (7) schools were found to have high achievement level, and these are: Almeria Central which got a mean percentage score of 78.92, Mercedes Elementary -- 76.67, Dr. Ballez

Elementary -- 75.08, San Joaquin Central -- 72.12, Valencia Central -- 72.00, San Policarpo Central -- 71.73, and Mondragon Central -- 63.33. Two (2) schools were found to have average achievement level, namely: Sabang Elementary which got a mean percentage score of 58.51 and Dongon Elementary -- 55.27.

Overall Achievement Level in English of Project URS Pupils

Table 6 presents a summary of the grand average mean percentage scores in English of the Project URS pupils by division and by school.

Table 6

Average Mean Percentage Scores in English of the Grades I-III Project URS Pupils By Division and By School

Division	School	MPS	Inter-pretation
1. Leyte	San Joaquin Central	57.42	AAL
2. Tacloban City	Dr. Bañez Elementary	58.26	AAL
3. Ormoc City	Valencia Central	57.36	AAL
4. Southern Leyte	Dongon Elementary	47.03	AAL
5. Biliran	Almorja Central	64.4	HAL
6. Samar	Mercedes Elementary	59.11	AAL
7. Calbayog City	San Policarpo Central	54.73	AAL
8. Northern Samar	Mondragon Central	48.59	AAL
9. Eastern Samar	Sabang Elementary	47.84	AAP
Average MPS		54.97	AAL

Table 6 shows that the grand average mean percentage score in English of the Grades I-III Project URS pupils in the region was 54.97. This findings implies that the achievement level in English of the Grades I-III Project URS pupils was average.

With regards to the overall average mean percentage scores in English of the Grades I-III Project URS pupils by school, only one (1) school, that is, Almeria Central, was found to have a high achievement level with a mean percentage score of 64.4. Eight (8) schools got an average achievement level, and these are: Mercedes Elementary with a mean percentage score of 59.11, Dr. Ballez Elementary -- 58.26, San Joaquin Central -- 57.42, Valencia Central -- 57.36, San Policarpo Central -- 54.73, Sabang Elementary -- 47.84, Mondragon Central -- 48.59 and Dongon Elementary -- 47.03.

PROJECT URS PUPILS' ACHIEVEMENT IN FILIPINO

Achievement in Filipino of Grade I Project URS Pupils

Table 7 shows the mean percentage scores in Filipino of the Grade I Project URS pupils by division and by school.

The said table shows that the average mean percentage score in Filipino of the Grade I Project URS pupils in the region was 48.36. It means that the achievement level of the Grade I pupils in the region was average.

Table 7

Mean Percentage Scores in Filipino of Grade I Project
URS Pupils By Division and By School

Division	School	MPS	Interpretation
1. Leyte	San Joaquin Central	46.92	AAL
2. Tacloban City	Dr. Ballez Elementary	55.03	AAL
3. Ormoc City	Valencia Central	45.85	AAL
4. Southern Leyte	Dongon Elementary	47.11	AAL
5. Biliran	Almeria Central	56.78	AAL
6. Samar	Mercedes Elementary	54.8	AAL
7. Calbayog City	San Policarpo Central	44.62	AAL
8. Northern Samar	Mondragon Central	41.26	AAL
9. Eastern Samar	Sabang Elementary	42.89	AAL
Average MPS		48.36	AAL

All the nine (9) Project URS pilot schools in the region were found to be in the average achievement level, namely: Almeria Central with a mean percentage score of 56.78, Dr. Ballez Elementary -- 55.03, Mercedes Elementary -- 54.8, Dongon Elementary -- 47.11, San Joaquin Central -- 46.92, Valencia Central -- 45.85, San Policarpo Central -- 44.62, Sabang Elementary -- 42.89, and Mondragon Central -- 41.26.

Achievement in Filipino of Grade II Project URS Pupils

Table 8 shows the mean percentage scores of the Grade II Project URS pupils by division and by school.

Table 8

Mean Percentage Scores in Filipino of Grade II Project
URS Pupils By Division and By School

Division	School	MPS	Inter- preta- tion
1. Leyte	San Joaquin Central	57.74	AAL
2. Tacloban City	Dr. Bañez Elementary	56.75	AAL
3. Ormoc City	Valencia Central	61.73	HAL
4. Southern Leyte	Dongon Elementary	49.83	AAL
5. Biliran	Almeria Central	63.73	HAL
6. Samar	Mercedes Elementary	55.48	AAL
7. Calbayog City	San Policarpo Central	53.21	AAL
8. Northern Samar	Mondragon Central	46.9	AAL
9. Eastern Samar	Sabang Elementary	48.19	AAL
Average MPS		54.84	AAL

As reflected in the table above, it can be noted that of the nine (9) Project URS pilot schools in the region, two (2) schools were found to be in the high achievement

level and these are: Almeria Central with a mean percentage score of 63.73 and Valencia Central - 61.73. Seven (7) schools got the average achievement level, namely: San Joaquin Central with a mean percentage score of 57.74, Dr. Bañez Elementary - 56.75, Mercedes Elementary - 55.48, San Policarpo Central - 53.21, Dongon Elementary - 49.83, Sabang Elementary - 48.19, and Mondragon Central - 46.9.

The average mean percentage score in Filipino of the Grade II Project URS pupils in the region was 54.84 and this was found to be in the average achievement level.

Achievement in Filipino of Grade III Project URS Pupils

Table 9 shows the mean percentage scores in Filipino of the Grade III Project URS pupils by division and by school.

As indicated in the said table, the average mean percentage score in Filipino of the Grade III Project URS pupils was 57.88 and this belongs to the average achievement level.

In the same table, too, it can be gleaned that of the nine (9) Project URS pilot schools in the region, four (4) schools were found to be in the high achievement level, and these are: Dr. Bañez Elementary with a mean percentage score of 63.92, Almeria Central - 61.38, San Policarpo Central - 60.92, and Mercedes Elementary - 60.76. Five (5) schools belong to the average achievement level, namely:

Table 9

Mean Percentage Scores in Filipino of Grade III Project
URS Pupils By Division and By School

Division	School	MPS	Inter-pretation
1. Leyte	San Joaquin Central	60.10	AAL
2. Tacloban City	Dr. Bañez Elementary	63.92	HAL
3. Ormoc City	Valencia Central	58.97	AAL
4. Southern Leyte	Dongon Elementary	43.35	AAL
5. Biliran	Almeria Central	61.38	HAL
6. Samar	Mercedes Elementary	60.76	HAL
7. Calbayog City	San Policarpo Central	60.92	HAL
8. Northern Samar	Mondragon Central	51.19	AAL
9. Eastern Samar	Sabang Elementary	60.37	AAL
Average MPS		57.88	AAL

Sabang Elementary with a mean percentage score of 60.37,
San Joaquin Central - 60.10, Valencia Central - 58.97,
Mondragon Central - 51.19, and Dongon Elementary - 43.35.

Overall Achievement Level in Filipino of Project URS Pupils

Table 10 presents a summary of the general mean percentage scores in Filipino of the Grade I-III Project URS pupils by division and by school.

The said table shows that the general mean percentage score in Filipino of the Grades I-III Project URS pupils in the region was 53.7. It indicates that the achievement level of said pupils in Filipino was average.

Table 10

Average Mean Percentage Scores in Filipino of the Grades I-III Project URS Pupils By Division and By School

Division	School	MPS	Inter- preta- tion
1. Leyte	San Joaquin Central	54.92	AAL
2. Tacloban City	Dr. Bañez Elementary	58.57	AAL
3. Ormoc City	Valencia Central	55.52	AAL
4. Southern Leyte	Dongon Elementary	46.76	AAL
5. Biliran	Almeria Central	60.63	HAL
6. Samar	Mercedes Elementary	57.01	AAL
7. Calbayog City	San Policarpo Central	52.92	AAL
8. Northern Samar	Mondragon Central	46.45	AAL
9. Eastern Samar	Sabang Elementary	50.48	AAL
Average MPS		53.7	AAL

Of the nine (9) Project URS pilot schools in the region, only one (1) school was found to be in the high achievement level, Almeria Central with a mean percentage score of 60.63. Eight (8) schools were found to be in the average achievement level, namely: Dr. Bañez Elementary which got a mean percentage score of 58.57, Mercedes Elementary - 57.01, Valencia Central - 52.92, Sabang Elementary - 50.48, Dongon Elementary - 46.76, and Mondragon Central - 46.45.

INFLUENCE OF SOME SELECTED VARIABLES ON PUPILS' ACHIEVEMENT IN ENGLISH AND IN FILIPINO

The study also attempted to determine, through statistical procedures, the influence of such variates as (1) class type, (2) grade level, (3) school location, (4) home island, and (5) home division on the achievement levels in English and in Filipino of the pupils involved in the study.

Class Type

Table 11 presents the mean percentage scores in English and in Filipino of Grades I, II, III enrolled in the Project URS Experimental and Control Classes.

It can be gleaned from the said table that the Experimental Classes had a grand mean percentage score in English of 55.5 which falls under the average achievement level

while the Control Classes got 40.04 which falls under the low achievement level. In Filipino, the Experimental Classes had a grand mean percentage score of 50.68 which falls under the average achievement level and the Control Classes got 40.44 which falls also under the average achievement level.

In English, the Grade I pupils in the Experimental Classes had a mean percentage score of 47.16 which falls under the average achievement level and the Control Classes got 42.60 which was also under the average achievement level. In Grade II, the Experimental Classes had a mean percentage score of 48.46 which was under the average achievement level while the Control Classes had 37.87 which falls under the low achievement level. In Grade III, the Experimental Classes had a mean percentage score of 69.29 which is indicative of high achievement level while the Control Classes got 39.66 which is indicative of low achievement level.

In Filipino, the Grade I pupils in the Experimental Classes had a mean percentage score of 48.36 which is indicative of average achievement level and the pupils in the Control Classes got a mean percentage score of 35.04 which is considered as low achievement level. In Grade II, the pupils in the Experimental Classes had a mean percentage score of 54.84 which is considered as average achievement level while the pupils in the Control Classes got 42.37

which is also of average achievement level. In Grade III, the pupils in the Experimental Classes got a mean percentage score of 57.88 which falls under the average achievement level and the pupils in the Control Classes got 40.44, also considered as average achievement level.

The said table discloses, too, the grand average mean percentage score in English and Filipino by grade level. In the Experimental Classes, the average mean percentage score of 54.34 is indicative of average achievement level. In the same classes, the Grade I pupils got a mean percentage score of 47.76, the Grade II pupils got 51.65 and the Grade III pupils got 63.59. The mean percentage scores of the Grades I and II pupils fall under the average achievement level while the Grade III pupils' achievement level is of high achievement level. In the Control Classes, the average mean percentage score was 40.24 and it is identified as low achievement level. In Grade I, the mean percentage score was 38.82 and the Grade II pupils got 40.12. These scores fall under the low achievement level. The Grade III pupils got 41.79 and this is considered as average achievement level.

In English, the Grades I-III pupils in the Experimental Classes got a mean percentage score of 54.97 which is identified as an average achievement level and the Control Classes had a mean percentage score of 40.04 which is found to be in the low achievement level.

In Filipino, the Grades I-III pupils in the Experimental Classes had a mean percentage score of 53.7 which is believed to be in the average achievement level and the Control Classes had a mean percentage score of 40.44 which is considered as an average achievement level.

As a whole, the Grades I-III pupils in the Experimental Classes had a grand average mean percentage score in English and Filipino of 54.34 which is classified as average achievement level and the Grades I-III pupils in the Control Classes got a mean percentage score in English and Filipino of 40.24 which is found to be of low achievement level.

In order to determine the significance of the difference between the mean percentage scores in English and in Filipino of Grades I-III pupils in the Experimental and Control Classes, the F-test of significance (ANOVA) was used. Table 11 presents the data relative to this analysis of variance.

Table 12

ANOVA on the Mean Percentage Scores in English and in
Filipino of Grades I-III Project URS Pupils in
the Experimental and Control Classes

SV	df	SS	MS	F	F .05	Interpretation
Column (Class)	1	595.58	595.58	12.94	5.12	Significant
Row (Language)	1	0.577	0.577	.013	5.12	Not Significant
Within	9	414.16	46.02			
T o t a l	11	1010.32				

Table 12 reveals that with df of 1, the F value of 12.94 is greater than the critical or tabular value of 5.12 at .05 significance level. This indicates that there is a significant difference between the mean percentage scores of children in the experimental and control classes. This means that the pupils in the experimental classes performed better than the pupils in the control classes and this may be due to the fact that the pupils in the experimental classes were using the Project URS Curriculum materials supportive of the PVOBAM Approach in teaching reading like the skill-books and tutorial kits in English and in Filipino. The pupils in the control classes did not experience the use of said Project URS curriculum materials. The researcher had

an evidence to reject the hypothesis which states that there is no significant difference in the mean percentage scores of the pupils in the Project URS experimental and control classes.

With regards to the use of the language, it was found out that with df of 1, the F value of .013 is lesser than the critical or tabular value of 5.12 at .05 significance level. This means that with regards to the use of the language, that is English and Filipino, the pupils are as good in English as they are in Filipino.

Grade Level

Table 13 presents the average mean percentage scores in English and in Filipino of the Grades I, II, and III Project URS pupils in Eastern Visayas.

Table 13

Average Mean Percentage Scores in English and in Filipino
of Grades I-III Pupils Enrolled in Project URS
Pilot Schools By Grade Level

Subject/Grade:	I	Inter- preta- tion :	II	Inter- preta- tion :	III	Inter- preta- tion :	Ave. MPS	Inter- preta- tion :
English	:47.16:	AAL	:48.46:	AAL	:69.29:	HAL	:54.97:	AAL
Filipino	:48.36:	AAL	:54.84:	AAL	:57.88:	AAL	:53.7 :	AAL
Average MPS	:47.76:	AAL	:51.65:	AAL	:63.58:	HAL	:54.34:	AAL

As indicated in the table, the Grade III Project URS pupils got a mean percentage score in English of 69.29. It means that the achievement level of the said pupils in English is high. The Grades II and I pupils had 48.46 and 47.16 respectively. The achievement level of the pupils in the two grades was average. In Filipino, the Grade III pupils got a mean percentage score of 57.88, the Grade II pupils had 54.84 and the Grade I pupils got 48.36. This indicates that the achievement level of the Grade I-III pupils in Filipino is average.

As a whole, the Grade III Project URS pupils got a mean percentage score in English and in Filipino of 63.58 which is indicative of high achievement level. This was followed by the Grade II pupils with $\bar{x} = 51.65$ and the Grade I pupils with $\bar{x} = 47.76$. The Grades II and I pupils had an average achievement level.

On the whole, the Grades I-III Project URS pupils got a mean percentage score in English and in Filipino of 52.5 which is indicative of average achievement level. The Grades I-III pupils got a mean percentage score in English of 54.76 and in Filipino, the mean is 50.24. This means that the achievement level of the Grades I-III Project URS pupils in English and in Filipino is average.

The researcher found out that the Grade III pupils got a high mean percentage scores in English and in Filipino and this was followed by the Grade II and Grade I pupils. This means that the more matured the pupils, the higher is the mean percentage score..

The F-test of significance (ANOVA) was used in determining the significance of difference between the mean percentage scores in English and in Filipino of the Grade I, II, and III Project URS pupils. Table 14 presents the data with regards to this analysis of variance.

Table 14

ANOVA on the Mean Percentage Scores in English and in Filipino of the Grades I-III Project URS Pupils

SV	df	SS	MS	F	F.05	Interpretation
Column (Grade)	1	272.00	272.00	6.50	6.61	Not Significant
Row (Language)	2	2.44	1.22	.029	5.79	Not Significant
Within	2					
T o t a l	5					

The table shows that with df of 1, the computed F value of 6.50 is lesser than the critical or tabular value of 6.61 at .05 significance level. These results indicate that there

is no significant difference between the mean percentage scores of the pupils across grade levels. The hypothesis which states that there is no significant difference in the mean percentage scores in English and in Filipino of the pupils in Grades I, II, and III is therefore accepted. In the same table, the computed F value of .029 is lesser than the critical or tabular value of 5.79 at .05 significance level. So, the achievement of pupils in English and in Filipino has no significant difference. The hypothesis which states that there is no significant difference on the mean percentage score in English and in Filipino is accepted.

School Location

Table 15 presents the mean percentage scores in English and in Filipino of the pupils in the central and barangay schools of Project URS pilot schools.

5 In the said table, it can be gleaned that in English, the Grade I pupils in the central schools got a mean percentage score of 48.10 and the pupils in the barangay schools had a mean percentage score of 45.99. The mean percentage scores of the pupils in the central and barangay schools were found to be in the average achievement level. The Grade II pupils in the central schools got a mean percentage score of

49.78 while the pupils in the barangay schools had 46.82. The mean percentage scores of the pupils in the central and barangay schools were considered to be of average achievement level. The Grade III pupils in the central schools had a mean percentage score of 71.62 and the pupils in the barangay schools got a mean percentage score of 66.38. The mean percentage scores of the pupils in the central and barangay schools were identified to be in the high achievement level. As a whole, the Grades I-III Project URS pupils in the central schools had a mean percentage score of 56.5 and the pupils in the barangay schools had a mean percentage score of 53.06. The mean percentage scores in English of the said pupils was interpreted as average achievement level.

In Filipino, the Grade I pupils of the central schools got a mean percentage score of 47.09 and the pupils in the barangay schools had 49.96. The mean percentage scores of the pupils in the central and barangay schools were considered as average achievement level. The Grade II pupils in the central schools got a mean percentage score of 56.66 and the pupils in the barangay schools had 52.62. This means that the mean percentage scores of the pupils in the central and barangay schools are found to be of average achievement level. In Grade III, the pupils in the central schools had a mean percentage score of 58.51 and the pupils in the barangay

Table 15

Mean Percentage Scores in English and in Filipino of Grades I-III Pupils
in Project URS Central and Barangay School

Subject	Central				Barangay				
	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	In- ter- pre- ta- tion	
English	48.10	AAL:49.78	AAL:71.62	HAL:56.5	AAL:45.99	AAL:46.82	AAL:66.38	HAL:53.06	AAL
Filipino	47.09	AAL:56.66	AAL:58.51	AAL:54.09	AAL:49.96	AAL:52.62	AAL:57.1	AAL:53.23	AAL
Average	47.6	AAL:53.22	AAL:65.07	HAL:55.3	AAL:47.98	AAL:49.72	AAL:61.74	AAL:53.15	AAL
MPS									

schools got 57.1. The mean percentage scores of the pupils in the central and barangay schools were identified as average achievement level. As a whole, the Grades I-III pupils in the central schools had a mean percentage score of 54.09 and the pupils in the barangay schools had 53.23. The mean percentage scores of the pupils in the central and barangay schools were said to be of average achievement level.

As a whole, the average mean percentage score in English and in Filipino of the Grade I pupils in the central schools was 47.6 and the barangay schools had 47.98. The achievement level of the said pupils in English and in Filipino was average. In Grade II, the pupils in the central schools got 53.22 and the barangay schools got 49.72. The achievement level of the said pupils in English and in Filipino was average. In Grade III, the pupils in the central schools got 65.07 and the barangay schools had 61.74. This means that the mean percentage scores of the said pupils in English and in Filipino is classified as high achievement level. Generally, speaking, the Grades I-III pupils in the central schools had a mean percentage in English and in Filipino of 55.3 and the barangay schools had 53.15. It indicates that the achievement level of the Grades I-III pupils in the central and barangay schools is average.

In order to determine the significance of the difference between the mean percentage scores in English and in Filipino of Grades I-III pupils in the Project URS central and barangay schools, the F-test of significance (ANOVA) was used. Table 16 presents the data relative to this analysis of variance.

Table 16

ANOVA on the Mean Percentage Scores in English and in Filipino of Grades I-III Pupils in Project URS Central and Barangay Schools

SV	df	SS	MS	F	F.05	Interpretation
Column (Type of School)	1	13.84	13.84	0.174	5.12	Not Significant
Row (Language)	1	3.79	3.79	0.048	5.12	Not Significant
Within	9	716.85	79.65			
T o t a l	11	734.48				

The aforementioned table points out, that with df of 1, the computed F value of 0.174 is lesser than the critical or tabular value of 5.12 at .05 level of significance. This proves that the mean percentage scores of the pupils in the central and barangay schools has no significant difference. This means that the achievement of pupils in English and in

Filipino in the central schools is as good as the children in the barangay schools. The results had proven, too, on the acceptance of the hypothesis which states that there is no significant difference on the mean percentage scores of the pupils in the central and barangay schools.

With regards to the use of the language, with df of 1, the computed F value of 0.048 is lesser than the critical or tabular value of 5.12 at .05 significance level. This means that the use of the language does not affect on the mean percentage scores in English and in Filipino of the pupils in the central and barangay schools. Therefore, the hypothesis is accepted which states that there is no significant difference on the use of language and achievement of pupils.

Home Island

Table 17 presents the mean percentage scores in English and in Filipino of Grades I-III pupils in the Project URS schools found in Leyte Island and Samar Island.

It can be noted in the said table that in English, the Grade I pupils coming from Leyte Island got a mean percentage score of 49.23 and the pupils coming from Samar Island had 44.58. The mean percentage scores of the pupils enrolled in Leyte and Samar Islands belong to the average achievement level. In Grade II, the pupils coming from Leyte Island had

Table 17
Mean Percentage Scores in English and in Filipino of Grades I-III Pupils
of Project URS Schools in Leyte and Samar Islands

Subject	Leyte				Samar			
	In- ter- pre- ta- tion	II	III	Ave. pre- ta- tion	In- ter- pre- ta- tion	I	II	In- ter- pre- ta- tion
English	49.23	AAL:50.79	AAL:68.0	HAL:56.01	AAL:44.58	AAL:45.06	AAL:67.56	HAL:52.4
Filipino	50.34	AAL:57.96	AAL:57.44	AAL:55.25	AAL:45.89	AAL:50.93	AAL:58.31	AAL:51.71
no								
Average	49.79	AAL:54.38	AAL:62.77	HAL:55.65	AAL:45.24	AAL:48.0	AAL:62.94	HAL:52.06
MPS								

a mean percentage score of 50.79 and the pupils coming from Samar Island had 45.06. The mean percentage scores of the pupils coming from Leyte and Samar Islands were identified as an average achievement level. In Grade III, the pupils coming from Leyte Island had a mean percentage score of 68.0 and the pupils coming from Samar Island had 67.56. The mean percentage scores of the pupils coming from Leyte and Samar Islands were considered as high achievement level. As a whole, the Grades I-III pupils coming from Leyte Island had an average mean percentage score of 56.01 and the pupils coming from Samar Island had 52.4. The average mean percentage scores of the pupils coming from Leyte and Samar Islands were found to be in the average achievement level.

In Filipino, the Grade I pupils coming from Leyte Island had a mean percentage score of 50.34 and the pupils coming from Samar Island had 45.89 and this was identified as average achievement level. In Grade II, the pupils coming from Leyte Island had a mean percentage score of 57.96 and the pupils coming from Samar Island had 50.93. The mean percentage scores of the pupils coming from Leyte and Samar Islands were considered as an average achievement level. In Grade III, the pupils coming from Leyte Island had a mean percentage score of 57.44 and the pupils coming from Samar Island had 58.31. The mean percentage scores of the pupils coming

from Leyte and Samar Islands were classified as an average achievement level. As a whole, the Grades I-III pupils coming from Leyte Island got an average mean percentage score in Filipino of 55.25 and the pupils coming from Samar Island had 51.71. The average mean percentage scores of the Grades I-III pupils coming from Leyte and Samar Islands were found to be in the average achievement level.

Considering the average mean percentage scores in English and in Filipino, the Grade I pupils coming from Leyte Island had 49.79 and the pupils coming from Samar Island had 45.24. The average mean percentage scores in English and in Filipino of the Grade I pupils coming from Leyte and Samar Islands were identified as average achievement level. In Grade II, the pupils coming from Leyte Island had an average mean percentage score of 54.38 and the pupils coming from Samar Island had 48.0. The average mean percentage score in English and in Filipino of the Grade II pupils coming from Leyte and Samar Islands were considered as average achievement level. In Grade III, the average mean percentage score of the pupils coming from Leyte Island had 62.77 and the pupils coming from Samar Island had 62.94. The average mean percentage scores in English and in Filipino of the Grade III pupils coming from Leyte and Samar Islands were found to be in the average achievement level. As a whole, the Grades I-III

pupils coming from Leyte Island had an average mean percentage score of 55.65 and the pupils coming from Samar Island had 52.06. The average mean percentage scores in English and in Filipino of the Grades I-III pupils coming from Leyte and Samar Islands were classified as average achievement level.

The F-test of significance (ANOVA) was utilized in order to determine the significance of the difference between the mean percentage scores in English and in Filipino of Grades I-III pupils coming from Leyte and Samar Islands. Table 18 presents the data relative to this analysis of variance.

Table 18

ANOVA on the Mean Percentage Scores in English and in Filipino of Grades I-III Project URS Pupils in Leyte and Samar Islands

SV	df	SS	MS	F	F.05	Interpretation
Column (Island)	1	38.27	38.27	0.51	5.12	Not Significant
Row (Language)	1	1.58	1.58	0.02	5.12	Not Significant
Within	9	676.12	75.12			
T o t a l	11	715.97				

It can be gleaned from the table that with df of 1, the computed F-value of 0.51 is lesser than the critical or tabular value of 5.12 at .05 significance level. It shows that there is no significant difference on the mean percentage scores of the Grade I-III Project URS pupils coming from Leyte and Samar Islands. This means that the achievement in English and in Filipino of the pupils coming from Leyte Island is as good as the pupils coming from Samar Island. This leads to the acceptance of the hypothesis which states that there is no significant difference on the mean percentage scores of the pupils enrolled in the Leyte and Samar Islands.

With regards to the use of the language, with df of 1, the computed F-value of 0.02 was lesser than the critical or tabular value of 5.12 at .05 significance level. This means that the use of the language be it English or Filipino does not affect the achievement of the pupils coming from Leyte and Samar Islands.

Home Division

The mean percentage scores in English and in Filipino of the Grades I-III pupils in the nine (9) schools divisions are shown and discussed in tables 2 - 9.

The F-test of significance (ANOVA) was utilized in order to determine the significance of the difference between the mean percentage scores in English and in Filipino of Grades I-III Project URS pupils enrolled in the nine (9) schools divisions. Table 19 presents the data relative to this analysis of variance.

Table 19

ANOVA on the Mean Percentage Scores in English and in Filipino of Grades I-III Project URS Pupils in the Nine Divisions

SV	df	SS	MS	F	F.05	Interpretation
Column (Language)	1	6.70	6.70	3.83	5.32	Not Significant
Row (Division)	8	461.44	57.68	32.97	3.44	Singificant
Within	8	13.98	1.75			
T o t a l	174	482.12				

The table above reflects that with df of 8, the computed F-value of 32.96 is greater than the critical or tabular value of 3.44 at .05 significance level. It means that there is a significant difference on the mean percentage scores of the Grades I-III Project URS pupils coming from

the nine (9) schools divisions of Eastern Visayas. This shows that the pupils enrolled in one division are not as good as the pupils coming from the other eight (8) divisions in Eastern Visayas.

Therefore, the hypothesis which states that there is no significant difference on the mean percentage scores of the Grades I-III pupils enrolled in the nine (9) schools divisions is rejected.

On the use of the language, that is, English and Filipino, with df of 1, the computed F-value of 3.83 is lesser than the critical or tabular value of 5.32 at .05 significance level. It means that the two languages do not affect on the mean percentages of the Grades I-III pupils enrolled in the nine (9) schools divisions.

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF PROJECT URS TEACHERS

Educational Qualifications

Table 20 presents the educational qualifications of Project URS teachers in Eastern Visayas. It will be noted that out of forty-nine (49) teachers involved in the study, fifteen (15) or 30.6 percent were BSEED/BSE(ic) with 25 and over MA units; fourteen (14) teachers or 28.6 percent were

Table 20

Educational Qualifications of Project URS Teachers

Highest Educational Attainment	Frequency	Percentage
BSEED/BSE(ic)	14	28.6
BSEED/BSE(ic) with 1-12 MA units	6	12.2
with 13-24 MA units	11	22.5
with 25 & over MA units	15	30.6
Completed MA Academic Requirements	3	6.1
T o t a l	49	100.00

BSEED/BSE(ic); eleven (11) teachers or 22.5 percent were BSEED/BSE(ic) with 13-24 MA units; six (6) teachers or 12.2 percent were BSEED/BSE(ic) with 1-12 MA units; and, three (3) teachers or 6.1 percent had completed MA Academic Requirements.

Field of Specialization

Table 21 presents the field of specialization of Project URS teachers in Eastern Visayas.

Of the forty-nine (49) teachers, it was found out that thirty-six (36) teachers or 73.479 percent had no field of specialization; four (4) teachers or 8.163 percent had

English as their field of specialization; two (2) teachers or 4.081 percent had taken Reading; two (2) teachers or 4.081 percent had taken Guidance and Counseling; one (1) teacher or 2.041 percent had taken Language Teaching; one (1) teacher or 2.041 percent had taken Communication Arts; one (1) teacher or 2.041 percent had taken Filipino; one (1) teacher or 2.041 percent had taken Child Study; and, one (1) teacher or 2.041 percent had taken Administration and Supervision.

Table 21

Field of Specialization of Project URS Teachers

Specialization	Frequency	Percentage
Language Teaching	1	2.041
Reading	2	4.081
Communication Arts	1	2.041
English	4	8.163
Filipino	1	2.041
Child Study	1	2.041
Guidance and Counseling	2	4.081
Administration and Supervision	1	2.041
None	36	73.479
T o t a l	49	100.00

Training in Linguistics and Language Teaching

Table 22 presents the training in Linguistics and Language Teaching of Project URS teachers in Eastern Visayas.

Table 22

Training in Number of Hours in Linguistics
and Language Teaching

Number of Hours	Frequency	Percentage
312	2	4.08
240	11	22.45
80	1	2.04
72	12	24.49
40	1	2.04
8	2	4.08
None	20	40.82
Total	49	100.00

As can be gleaned from the table above, it was found out that out of forty-nine (49) teachers, there were twenty (20) teachers or 40.82 percent who had no training in linguistics and language teaching; twelve (12) teachers or 24.49 percent who had attended a 72 hours training; eleven (11)

teachers or 22.45 percent who had attended a 240 hours training; two (2) teachers or 4.08 percent had attended a 312 hours training; two (2) teachers or 4.08 percent had attended an 8 hours training; one (1) teacher or 2.04 percent had attended an 80 hours training; and one (1) teacher or 2.04 percent had attended a 40 hours training.

Attitude of Project URS Teachers

Tables 23-A and 23-B presents the attitude of the teachers toward Project URS.

Table 23-A

Willingness of Project URS Teachers to
Commit to the Project.

Degree of Willingness	Frequency	Percentage
Very Much	18	36.734
Much	22	44.898
Slight	5	10.204
Indifferent	1	2.041
Not Committed	3	6.122
T o t a l	49	100.00

It can be noted in the table, that of the forty-nine (49) teachers, there are twenty-two (22) teachers or 44.898 percent who are "much" willing to implement the project; eighteen (18) teachers or 36.734 percent who are "very much" willing; five (5) teachers or 10.204 percent who are "slightly" willing; three (3) teachers or 6.122 percent who are "not committed"; and, one (1) teacher or 2.041 percent who is "indifferent", towards the project.

Table 23-B presents the perception of Project URS teachers on the implementation of the Project.

Table 23-B

Perception of Project URS Teachers on the
Implementation of the Project

Perception	Frequency	Percentage
Excellent	6	12.245
Very Satisfactory	28	57.143
Good	14	28.571
Fair	0	0
Poor	1	2.041
T o t a l	49	100.000

From the table, it can be gleaned that of the forty-nine (49) teachers, there are twenty-eight (28) teachers or 57.143 percent who rated the project as "very satisfactory"; fourteen (14) teachers or 28.571 percent rated it "good"; six (6) teachers or 12.245 percent rated it "excellent"; one (1) teacher or 2.041 percent rated the project as "poor" and no one (0) had rated it "fair".

Length of Service

Table 24 presents the length of service of Project URS teachers in Eastern Visayas.

As pointed out in the table, it can be noted that out of forty-nine (49) teachers, there are ten (10) teachers or 20.4 percent who had 19 - 21 years of service; six (6) teachers or 12.2 percent who had 7 - 9 years of service; six (6) teachers or 12.2 percent who had 22 - 24 years of service; four (4) teachers or 8.2 percent who had 13 - 15 years of service; four (4) teachers or 8.2 percent who had 25 - 27 years of service; four (4) teachers or 8.2 percent who had 28 - 30 years of service; four (4) teachers or 8.2 percent who had 31 - 33 years of service; three (3) teachers or 6.1 percent who had 4 - 6 years of service; two (2) teachers or 4.1 percent had 37 - 39 years of service; and, one (1) teacher or 2.0 percent who had 34 - 36 years of service.

Table 24

Length of Service of Project URS Teachers

Number of Years Distribution	Frequency	Percentage
1 - 3	2	4.1
4 - 6	3	6.1
7 - 9	6	12.2
10 - 12	0	0
13 - 15	4	8.2
16 - 18	3	6.1
19 - 21	10	20.4
22 - 24	6	12.2
25 - 27	4	8.2
28 - 30	4	8.2
31 - 33	4	8.2
34 - 36	1	2.0
37 - 39	2	4.1
T o t a l	49	100.0

Age

Table 25 presents the age distribution of Project URS teachers in Eastern Visayas.

Table 25

Age Distribution of Project URS Teachers

Age Distribution	Frequency	Percentage
25 - 27	1	2.041
28 - 30	2	4.082
31 - 33	0	0
34 - 36	1	2.041
37 - 39	6	12.245
40 - 42	9	18.367
43 - 45	10	20.408
46 - 48	6	12.245
49 - 51	3	6.122
52 - 54	2	4.082
55 - 57	2	4.082
58 - 60	4	8.163
61 - 63	3	6.122
T o t a l	49	100.000

As indicated in the table above, that out of forty-nine (49) teachers, ten (10) teachers or 20.408 percent are between 43-45 years of age; nine (9) teachers or 18.367 percent are between 40-42 years of age; six (6) teachers or

12.245 percent are between 37-39 years of age; six (6) teachers or 12.245 are between 46-48 years of age; four (4) teachers or 8.163 percent are between 58-60 years of age; three (3) teachers or 6.122 percent are between 49-51 years of age; three (3) teachers or 6.122 percent are between 61-63 years of age; two (2) teachers or 4.082 percent are between 28-30 years of age; two (2) teachers or 4.082 percent are between 52-54 years of age; two (2) teachers or 4.082 percent are between 55-57 years of age; one (1) teacher or 2.041 percent is between 25-27 years of age; one (1) teacher or 2.041 percent is between 34-36 years of age; and, no teacher (0) or 0 percent is between 31-33 years of age.

RELATIONSHIP BETWEEN PUPILS' ACHIEVEMENT AND TEACHERS' PERSONAL AND PROFESSIONAL CHARACTERISTICS

The researcher, through statistical procedures, determined, too, the relationship between the pupils achievement in English and in Filipino and the personal and professional characteristics of Project URS teachers in Eastern Visayas.

In order to determine the significance of the difference between pupils achievement in English and in Filipino, the Fishers T test of significance was used. Table 26 presents the data relative to this Fishers T.

Pupils' Achievement in English and Filipino and Teachers' Educational Qualifications

On the relationship between the achievement of pupils in English and the educational qualifications of Project URS teachers, the computed r was -0.39 . With df of 4, the computed t -value of 0.85 was lesser than the critical or tabular value of 2.132 at $.05$ significance level. This means that the teachers educational qualifications is not related or it does not influence the achievement of pupils in English. This made the researcher accept the hypothesis which states that there is no significant relationship between the pupils' achievement in English and teachers' educational qualifications.

On the relationship between the achievement of pupils in Filipino and the teachers' educational qualifications, the computed r was 0.16 . With the df of 4, the computed t -value was 0.32 and this was lesser than the critical or tabular value of 2.132 at $.05$ significance level. This means that the educational qualifications of Project URS teachers do not influence the achievement of pupils in Filipino. The hypothesis which states that there is no significant relationship between the achievement of pupils in Filipino and teachers' educational qualifications is accepted.

Table 26

Relationship of the Pupils' Achievement and Project URS
Teachers' Personal and Professional Characteristics

	Computed r	Computed t-value	Decision
1. Achievement in English - Teachers' Educational Qualifications	-0.39	0.85	Accept Ho
2. Achievement in Filipino - Teachers' Educational Qualifications	0.16	0.32	Accept Ho
3. Achievement in English - Field of Specialization	0.12	0.24	Accept Ho
4. Achievement in Filipino - Field of Specialization	0.20	0.40	Accept Ho
5. Achievement in English - Training in Linguistics	0.34	0.72	Accept Ho
6. Achievement in Filipino - Training in Linguistics	0.12	0.24	Accept Ho
7. Achievement in English - Teachers' Attitude	0.61	1.54	Accept Ho
8. Achievement in Filipino - Teachers' Attitude	0.53	1.25	Accept Ho
9. Achievement in English - Length of Service	-0.35	0.74	Accept Ho
10. Achievement in Filipino - Length of Service	-0.37	0.80	Accept Ho
11. Achievement in English - Teachers' Age	0.44	0.98	Accept Ho
12. Achievement in Filipino - Teachers' Age	0.48	1.07	Accept Ho.

Tabular t-value for $\alpha = .05$ and $df = 4$: 2.132

Pupils' Achievement in English and Filipino and Teachers' Field of Specialization

On the relationship between the achievement of pupils in English and teachers' field of specialization, the computed r was 0.12. With df of 4, the computed t -value was 0.24 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the field of specialization of Project URS teachers are not related to the achievement of pupils in English. The hypothesis which states that there is no significant relationship between the achievement of pupils in English and teachers' field of specialization is accepted.

On the relationship between the achievement of pupils in Filipino and teachers' field of specialization, the computed r was 0.20. With the df of 4, the computed t -value was 0.40 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the field of specialization of Project URS teachers do not influence the achievement of pupils in Filipino.

Pupils' Achievement in English and Filipino and Teachers' Training in Linguistics and Language Teaching

On the relationship between the achievement of pupils in English and teachers' training in linguistics and

language teaching, the computed r was 0.34. With df of 4, the computed t -value was 0.72 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the training in linguistics and language teaching of Project URS teachers are not related to the achievement of pupils in English. This led to the acceptance of the hypothesis which states that there is no significant relationship between the achievement of pupils in English and teachers' training in linguistics and language teaching.

On the relationship between the achievement of pupils in Filipino and teachers' training in linguistics and language teaching, the computed r was 0.12. With the df of 4, the computed t -value was 0.24 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the trainings in linguistics and language teaching of the Project URS teachers do not affect the achievement of the pupils in Filipino. Therefore, the hypothesis which states that there is no significant relationship between the achievement of pupils in Filipino and teachers' training in linguistics and language teaching is accepted.

Pupils' Achievement in English and Filipino and Their Teachers' Attitude Towards Project URS

On the relationship between the achievement of the pupils and teachers' attitude towards Project URS, the computed

r was 0.61. With the df of 4, the computed t-value was 1.54 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the attitude of Project URS teachers does not affect the achievement of the pupils in English.

The hypothesis which states that there is no significant relationship between the achievement of the pupils in English and teachers' attitude towards Project URS is therefore, accepted.

On the relationship between the achievement of the pupils in Filipino and teachers' attitude towards Project URS, the computed r was 0.53. With df of 4, the computed t-value was 1.25 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the achievement of the pupils in Filipino is not affected by the attitude of the Project URS teachers. This led to the acceptance of the hypothesis which states that there is no significant relationship between the achievement of pupils and their teachers' attitude towards Project URS.

Pupils' Achievement in English and Filipino and Teachers' Length of Service

On the relationship between the achievement of pupils in English and teachers' length of service, the computed r was -0.35. With df of 4, the computed t-value was 0.74 and

this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the length of service of Project URS teachers does not affect the achievement of pupils in English. This led to the acceptance of the hypothesis which states that there is no significant relationship between the achievement of pupils in English and teachers' length of service.

On the relationship between the achievement of pupils in Filipino and teachers' length of service, the computed r was -0.37. With the df of 4, the computed t -value was 0.80 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the length of service of Project URS teachers is not related to the achievement of pupils in Filipino. This led to the acceptance of the hypothesis which states that there is no significant difference on the achievement of pupils in Filipino and teachers' length of service.

Pupils' Achievement in English and Filipino and Teachers' Age

On the relationship between the achievement of pupils in English and teachers' age, the computed r was 0.44. With the df of 4, the computed t -value was 0.98 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the age of the Project

URS teachers does not affect the achievement of pupils in English. Therefore, the hypothesis which states that there is no significant relationship between the achievement of pupils in English and teachers' age is accepted.

On the relationship between the achievement of pupils in Filipino and teachers' age, the computed r was 0.48. With the df of 4, the computed t -value was 1.07 and this was lesser than the critical or tabular value of 2.132 at .05 significance level. This means that the age of the Project URS teachers is not related to the achievement of pupils in Filipino. This led to the acceptance of the hypothesis which states that there is no significant relationship between the achievement of pupils in Filipino and teachers' age.

As a whole, the results showed that the Project URS pilot school teachers' educational qualifications, field of specialization, training in linguistics and language teaching, attitude towards the project, length of service, and age had nothing to do with the achievement of the Grades I-III pupils in English and in Filipino.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter shows the summary of findings, conclusions, and recommendations of the study.

Summary

This study was conducted to investigate the achievement in English and in Filipino of the Grade I-III public elementary school pupils enrolled during the SY 1988-1989 in the Project URS pilot schools in the nine (9) divisions of Eastern Visayas. It also determined the causes of variations in the achievement levels of the pupils under study. More specifically, it sought answers to questions on the difference in the mean percentage scores in English and in Filipino of the pupils enrolled in: a) the experimental and control classes; b) Grades I, II, and III; c) the central and barangay schools; d) Leyte and Samar Islands; and the nine (9) divisions of Eastern Visayas. It also sought answers to questions on the relationships between the achievement of pupils and the personal and professional characteristics of the teachers.

The descriptive method of research was employed in this study using the regional achievement tests in English and in Filipino for Grades I-III, the questionnaire and informal

observations and interviews, as the instruments in gathering the data needed from the one thousand five hundred twenty-two (1,522) Grades I-III pupils and forty-nine (49) teachers of the subject schools.

There were two null hypotheses formulated:

1. There is no significant difference in the mean percentage scores in English and in Filipino of:
 - a. pupils in Project URS experimental and control classes;
 - b. pupils in Grades I, II, and III of Project URS pilot schools;
 - c. pupils in central and barangay schools by Project URS pilot schools;
 - d. pupils in the Leyte Island Project URS schools and those in the Samar Island Project URS schools; and,
 - e. pupils coming from the nine (9) divisions of Project URS pilot schools in Eastern Visayas.
2. There is no significant relationship on the pupils' achievement in English and in Filipino to the teachers' personal and professional characteristics.

This study is of importance to the respondents of the project in the Department of Education, Culture and Sports, Region VIII in their institutionalization scheme in all the

divisions of Eastern Visayas if there would be a positive results, to language supervision (English and Filipino), district/school administrators, teachers and parents because becoming aware of the achievement of the pupils and its relationship to the teacher personal and professional characteristics may facilitate closer communication between teachers and pupils, teachers and administrators and teachers and parents, thus leading to the improvement of pupil's performance in communication arts. It would encourage the district/school administrators in the use of the Phono-Visual-Oral-Sound Blending-Meaning Approach in the teaching of beginning reading in English and in Filipino and using supportive curriculum materials, in adjusting the placement of teachers in the school and conduct seminar-workshops for continuous professional growth.

To enrich the content of the study, the researcher consulted the division and regional supervisors in English and in Filipino, the district/school administrators and teachers, reviewed several books, unpublished theses/dissertations, periodicals, and other reading materials, to obtain the additional information with relevance to the study.

The data gathered were recorded and tabulated. They were analyzed and interpreted using the appropriate statistical measures such as the mean percentage score, Pearson's Product

Moment of correlation, the analysis of variance for two-way classification for testing significant difference and the Fisher's t for testing significant relationship at .05 significance level.

Findings

Based on the computation, the following results were obtained:

1. The average mean percentage score in English of the Grades I-III Project URS pupils was 54.97. The following were the mean percentage score in English by Division: Biliran - 64.4, Samar - 59.11, Tacloban City - 58.26, Leyte - 57.42, Ormoc City - 57.36, Calbayog City - 54.73, Eastern Samar - 48.59, Northern Samar - 47.84, and Southern Leyte - 47.03.
2. The average mean percentage score in Filipino of the Grades I-III Project URS pupils was 53.7. The following were the mean percentage score in Filipino by division: Biliran - 60.63, Tacloban City - 58.57, Samar - 57.01, Ormoc City - 55.52, Leyte - 54.92, Calbayog City - 52.92, Eastern Samar - 50.48, Southern Leyte - 46.76, and Northern Samar - 46.45.
3. The average mean percentage in English of the Grades I-III Project URS pupils in the experimental classes was 54.97 and those in the control classes was 40.04.

4. The average mean percentage score in Filipino of the Grades I-III Project URS pupils in the experimental classes was 53.7 and those pupils in the control classes got 40.44.
5. The average mean percentage scores in English of the Project URS pupils by grade level are: Grade I - 47.16, Grade II - 48.46, and Grade III - 69.29.
6. The average mean percentage scores in Filipino of the Project URS pupils by grade level are: Grade I - 48.36, Grade II - 54.84, and Grade III - 57.88.
7. The average mean percentage score in English of the Grades I-III Project URS pupils in the central school was 56.5 and those in the barangay school was 53.06.
8. The average mean percentage score in Filipino of the Grades I-III Project URS pupils in the central school was 54.09 and those in the barangay school was 53.23.
9. The average mean percentage score in English of the Grades I-III Project URS pupils coming from Leyte Island was 56.01 and those pupils coming from Samar Island was 52.4
10. The average mean percentage score in Filipino of the Grades I-III Project URS pupils coming from Leyte Island was 55.25 and those pupils coming from Samar Island was 51.71.

11. The obtained F value of 12.94 is greater than the critical or tabular value of 5.12 at .05 significance level. The hypothesis which states that there is no significant difference on the mean percentage scores between the Project URS pupils in the experimental and control classes is rejected. The obtained F value of .013 is lesser than the critical or tabular value of 5.12 at .05 significance level. The hypothesis which states that there is no significant difference on the language use between the two classes is accepted.
12. The obtained F value of 6.50 is lesser than the critical or tabular value of 6.61 at .05 significance level. The hypothesis which states that there is no significant difference on the mean percentage scores by grade level is accepted. The obtained F value of .029 is lesser than the critical or tabular value of 5.79. The hypothesis which states that there is no significant difference on the language use along grade level is accepted.
13. The obtained F value of 0.174 is lesser than the critical or tabular value of 5.12 at .05 significance level. The hypothesis which states that there is no significant difference on the mean percentage scores of the Project URS pupils between the central and barangay schools is accepted. The obtained F value of 0.048 is lesser than

the critical or tabular value of 5.12 at .05 significance level. The hypothesis which states that there is no significant difference on the language use between the type of schools is accepted.

14. The obtained F value of 0.51 is lesser than the critical or tabular value of 5.12 at .05 significance level. The hypothesis which states that there is no significant difference on the mean percentage scores of the Project URS pupils coming from Leyte and Samar Islands is accepted. The obtained F value of .02 is lesser than the critical or tabular value of 5.12. The hypothesis which states that there is no significant difference on the language use between the two islands is accepted.
15. The obtained F value of 32.96 is greater than the critical or tabular value of 3.44 at .05 significance level. The hypothesis which states that there is no significant difference on the mean percentage scores of the Project URS pupils in the nine (9) divisions of Eastern Visayas is rejected. The obtained F value of 3.83 is lesser than the critical or tabular value of 5.32 at .05 significance level. The hypothesis which states that there is no significant difference on the language use in the nine (9) divisions of Eastern Visayas is accepted.

16. On the personal and professional characteristics of Project URS teachers, the following were found out:

- a) Of the 49 teachers, 15 teachers or 30.6% were BSEED/BSE(ic) with 25 and over MA units; 14 or 28.6% were BSEED/BSE(ic); 11 or 22.5% were BSEED/BSE(ic) with 13-24 MA units; 6 or 12.2% were BSEED/BSE(ic) with 1-12 MA units; and, 3 or 6.1% had completed MA academic requirements.
- b) Of the 49 teachers, 36 teachers or 73.479% had no field of specialization; 4 teachers or 8.163% had taken English; 2 teachers or 4.081 had taken Reading and Guidance and Counseling; and 1 teacher or 2.041% had taken Language Teaching; Communication Arts, Filipino, Child Study, and Administration and Supervision.
- c) Of the 49 teachers, 20 teachers or 40.82% had no training in linguistics and language teaching, 12 or 24.49% had attended a 72-hour training, 11 or 22.45% had attended a 240-hour training, 2 or 4.08% had attended a 312-hour training and 8-hour training, 1 or 2.04% had attended an 80-hour training and 40-hour training.
- d) Of the 49 teachers, 22 teachers or 44.898% were "much" willing to implement the project, 18 or

36.734 were "very much" willing, 5 or 10.204% were "slightly" willing, 3 or 6.122% were "not committed", and, or 2.041% was "indifferent".

- e) Of the 49 teachers, 28 teachers or 57.143% rated the project as "very satisfactory", 14 or 28.571% rated "good", 6 or 12.245% rated "excellent", 1 or 2.041% rated "poor" and no one rated "fair".
- f) Of the 49 teachers, 10 teachers or 20.4% had 19-21 years of service, 6 or 12.2% had 7-9 years and 22-24 years, 4 or 8.2% had 13-15 years, 25-27 years, 28-30 years and 31-33 years, 3 or 6.1% had 4-6 years and 16-18 years, 2 or 4.1% had 1-3 years and 37-39 years, 1 or 2.0% had 34-36 years.
- g) Of the 49 teachers, 10 teachers or 20.408% were between 43-45 years of age, 9 or 18.367% were between 40-42 years of age, 6 or 12.245% were between 37-39 and 46-48 years of age, 4 or 8.163% were between 53-60 years old, 3 or 6.122% were between 49-51 and 61-63 years old, 2 or 4.082% were between 28-30 and 55-57 years old, 1 or 2.041% was between 25-27 and 34-36 years old.

17° On relationship between pupils' achievement and teachers' personal and professional characteristics:

- a) The computed-t-value of 0.85 in English and 0.32 in

- Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no significant relationship between the pupils' achievement in English and in Filipino and teachers' educational qualifications is accepted.
- b) The computed t-value of 0.24 in English and 0.40 in Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no significant relationship between the pupils' achievement in English and in Filipino and teachers' field of specialization is accepted.
- c) The computed t-value of 0.72 in English and 0.24 in Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no significant relationship between the pupils' achievement in English and in Filipino and teachers' training in linguistics and language teaching is accepted.
- d) The computed t-value of 1.54 in English and 1.25 in Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no signifi-

cant relationship between the pupils' achievement in English and in Filipino and teachers' attitude towards Project URS is accepted.

- e) The computed t-value of 0.74 in English and 0.80 in Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no significant relationship between the pupils' achievement in English and in Filipino and teachers' length of service is accepted.
- f) The computed t-value of 0.98 in English and 1.07 in Filipino were lesser than the critical or tabular value of 2.132 at .05 significance level. The hypothesis which states that there is no significant difference between the pupils' achievement in English and in Filipino and teachers' age is accepted.

Conclusions

Based on the foregoing findings the following conclusions were derived:

1. The mean percentage scores in English and in Filipino of the Grades I-III Project URS pupils fall under the average achievement level.

2. The mean percentage scores in English and in Filipino of the Grades I-III Project URS pupils in the experimental classes are higher than those pupils in the control classes.
3. The mean percentage scores in English and in Filipino of the Grade III pupils is higher than the Grade II and I pupils.
4. There is a significant difference in the mean percentage scores in English and in Filipino by type of class and home division.
5. There is no significant difference in the mean percentage scores in English and in Filipino by school location and grade level.
6. There is no significant difference in the use of the language, that is, English and Filipino by type of class, grade level, school location, home island, and home division.
7. There is no significant relationship between the achievement in English and in Filipino of the Grades I-III Project URS pupils and teachers' educational qualifications, field of specialization, training in linguistics and language teaching, attitude towards Project URS, length of service and age.

Recommendations

Based on the conclusions made in this study the researcher recommends the following:

1. All the teachers in the pilot schools should be provided with Project URS curriculum materials like lesson plans, skillsbook, and tutorial kits in order to improve the performance of the pupils in English and in Filipino.
2. Each division in Eastern Visayas should make provisions for the continuous study of the results of the regional achievement tests in English and in Filipino so that the progress of the division with regards to classroom instruction could be improved.
3. The number of Project URS pilot schools in each division in Eastern Visayas should be expanded.
4. Project URS should be institutionalized in all the divisions in Eastern Visayas.
5. There should be an extension of this study for Grades I-III after 5 years.

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APPENDICES

APPENDIX A

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n V I I I
DIVISION OF SAMAR
Catbalogan

June 4, 1988

The Dean
Graduate Department
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In view of my desire to finish my post-graduate course, I have the honor to submit the following proposed dissertation titles:

1. The Achievement Level In English and Filipino Of The Grades I-III Pupils Under Project URS Pilot Schools in Region VIII
2. The Status On the Implementation of Project URS In Region VIII
3. The Five-Year Implementation of Project URS in Region VIII

The said topics deal more on the evaluation aspects of Project URS (Upgrading Reading Skills), but I prefer the No. 1 proposed topic because it is more on the evaluation of the said language program specially on the academic phase of the project.

Hoping for an immediate approval of the said request.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
Doctoral Student

Approved:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME ISANAN MANUEL ZOSA
Family Name First Name Middle Name

CANDIDATE FOR DEGREE Ph. D.

AREA OF SPECIALIZATION Educational Management

TITLE PROPOSED THESIS

"THE ACHIEVEMENT LEVEL IN ENGLISH AND FILIPINO OF THE
GRADES I-III PUPILS UNDER THE PROJECT URS (UPGRADING
READING SKILLS) SELECTED PILOT SCHOOLS IN EASTERN
VISAYAS"

NAME OF REQUESTED ADVISER DR. SOLEDAD G. AGNER

APPROVAL OF ADVISER / DISAPPROVAL

*(Sgd.) SOLEDAD G. AGNER (Sgd.) MANUEL Z. ISANAN

Approved: DR. DOMINADOR O. CABANGANAN Date June 20, 1988
Dean, Graduate School

APPENDIX d

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 14, 1988

The District Supervisor
Catbalogan III District
Catbalogan, Samar

S i r :

I have the honor to request permission to make a dry run of my questionnaire in Catbalogan III Central School. This dry run is intended to secure the Grades I-III teachers comments and suggestions to improve the said instrument.

I am hoping and praying for your favorable action.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
Graduate Student

APPROVED:

(Sgd.) ABUNDIO S. MUÑOZ
District Supervisor

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 27, 1988

The Dean
Graduate Department
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I be scheduled on September 24, 1988 to defend my dissertation proposal entitled "ACHIEVEMENT IN ENGLISH AND FILIPINO OF THE GRADES I-III PUPILS OF THE PROJECT URS PILOT SCHOOLS OF REGION VIII."

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

I hope for your favorable action on this matter.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
Researcher

Recommending Approval:

(Sgd.) SOLEDAD G. AGNER, Ph. D.
Adviser

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 12, 1989

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

S i r :

I have the honor to apply for Final Oral Defense of my Dissertation entitled "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE" on the date convenient for your office.

Thank you,

Very truly yours,

(SGD.) MANUEL Z. ISANAN
Applicant

Recommending Approval:

(SGD.) SOLEDAD G. AGNER, Ph. D.
Faculty Adviser

May 18, 1989
4:00 P.M.

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean

APPENDIX F

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n V I I I
DIVISION OF SAMAR
Catbalogan

November 9, 1988

The Regional Director
DECSRO VIII
Tacloban City
(Thru Channels)

S i r :

In connection with my approved research proposal entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", as a doctoral dissertation for the degree of Doctor of Philosophy (Ph. D.) at the Samar State Polytechnic College, Catbalogan, Samar, I have the honor to request permission to utilize the Regional Achievement Tests in English and Filipino for Grades I-III pupils intended for Project Upgrading Reading Skills (URS) clientele schools. It is further requested that the researcher be permitted to administer the said tests and to field my questionnaires to the Grades I-III teachers handling the experimental and control classes in Region VIII on February 1989. I believe that this venture would be of great significance to the cause of our educational endeavour in which our pooled participation necessitates immense success.

Anticipating for your favorable approval on this request and assuring you of my unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPENDIX G

1st Indorsement
DIVISION OF SAMAR
Catbalogan, November 9, 1988

Respectfully forwarded to the Regional Director, Department of Education, Culture and Sports, Regional Office No. VIII, Tacloban City, recommending favorable action on the request of Manuel Z. Isanan, General Education Supervisor I in this Division, to utilize and administer the Regional Achievement Tests in English and Filipino and to field his questionnaires to the teachers concerned in connection with his research study for his doctoral dissertation. It is understood that approval of this specific request shall be confined to a school under the administrative jurisdiction of the division office.

(Sgd.) LYDIA MIRAS LOPEZ
Schools Division Superintendent

APPENDIX H

Ikalawang Paglilipat
Kagawaran ng Edukasyon, Kultura at Isports
TANGGAPANG REHIYONAL BILANG VIII, Lungsod ng Tacloban
Ika-16 ng Enero 1989

Respectfully returned to Mr. Manuel Z. Isanan, GES I (Pilipino), Samar Division, through the Schools Division Superintendent with the information that this Office interposes no objection to the use of the Regional Achievement Tests in English and in Pilipino in Mr. Isanan's study on the performance/achievement of Project URS schools in the Region. Mr. Isanan, however, has to write permission letters to Schools Division Superintendents whose area of responsibility includes Project URS schools covered by Mr. Isanan's study. It is also requested that Mr. Isanan should 1) provide for the security and integrity of the test materials, 2) return these test materials to the Regional Office after use, and 3) submit a copy of his research findings to the DECS, Regional Office, Elementary Education Division to serve as feedback for the "Upgrading Reading Skills" Project of the Region.

For the Regional Director:

(Sgd.) CARMEN A. ESPERAT, Ph. D.
Chief, Elementary Education Division
Office-In-Charge

APPENDIX I

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 1, 1989

The Schools Division Superintendent
Division of Tacloban City
Tacloban City

M a d a m :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Bañez Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research work carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

(Sgd.) RUFINA T. TAN
Schools Division Superintendent

APPENDIX J

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 1, 1989

The Schools Division Superintendent
Division of Leyte
Tacloban City

S i r :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of San Joaquin Community School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MAUEL Z. ISANAN
GES-I (Filipino)

APPROVED:

(Sgd.) ALBERTO A. ARELLON
Assistant Schools Division Superintendent

APPENDIX K

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan.

February 6, 1989

The Schools Division Superintendent
Division of Southern Leyte
Maasin, Southern Leyte

S i r :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Dongon Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

For: Schools Division Superintendent
(Sgd.) ROCELIO EREJER
Office-In-Charge

APPENDIX I

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 7, 1989

The Schools Division Superintendent
Division of Ormoc City
Ormoc City

M a d a m :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Valencia Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

(Sgd.) CIRILA VILLEGAS
Schools Division Superintendent

APPENDIX M

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 8, 1989

The Schools Division Superintendent
Division of Biliran
Naval, Biliran, Sub-province Leyte

M a d a m :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Almeria Central School. It is further requested to permit me to field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

For: Schools Division Superintendent

(Sgd.) BERNARDO S. CAMINO
GES-I (NFE)
Office-In-Charge

APPENDIX N

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan.

February 9, 1989

The Schools Division Superintendent
Division of Eastern Samar
Borongan, Eastern Samar

S i r :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Sabang Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on the request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

(Sgd.) TOMAS GATACILO
Schools Division Superintendent

APPENDIX O

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 12, 1989

The Schools Division Superintendent
Division of Northern Samar
Catarman, Northern Samar

S i r :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of Mondragon Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED:

(Sgd.) ZOSIMO LUTAO, Ed. D.
Schools Division Superintendent

APPENDIX P

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
SANGAY NG SAMAR
Catbalogan

February 15, 1989

The Schools Division Superintendent
Division of Calbayog City
Calbayog City

S i r :

I have the honor to request permission to administer the Regional Achievement Tests in English and Filipino for my research study entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE", to the Grades I-III experimental and control classes of San Policarpo Elementary School. It is further requested to permit me field my questionnaires to the Grades I-III teachers handling the experimental and control classes of the said school.

Needless to state, this research worker carries an approval from the Regional Office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and unending gratitude.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Researcher

APPROVED: /

(Sgd.) GREGORIO M. TARRAYO
Assistant Schools Division Superintendent

APPENDIX Q

TEST IN ENGLISH I

Directions: Which of the two words below have the same vowel sound? Encircle the letter of the correct answer in your answer sheet.

- | | |
|--------------------|------------------|
| 1. A. kite - bite | C. man - main |
| B. sail - sell | D. tray - tree |
| 2. A. sell - shell | C. ten - tin |
| B. mill - mail | D. chick - check |
| 3. A. pain - pen | C. book - cook |
| B. same - seem | D. sin - seen |
| 4. A. pet - pat | C. meat - met |
| B. fad - pad | D. can - cane |

Directions: Look at the pictures at the left. Finish the word which is the name of the picture. Write the word in your answer sheet.

5.



st_____

6.



fl_____

7.



_____rd

8.



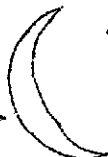
_____ble

9.



cl_____

10.



m_____n

Directions: Look at the pictures at the left (A). Match the pictures with the phrases at the right (B). Encircle the letter of the correct answer in your answer sheet.

A

B

11.



A. an ice cream cone

12.



B. a boy with a hat

13.



C. a pail of water

14.



D. a small drum

E. a glass of water

Directions: Choose the word that ends with the same sound as the word outside the box. Encircle the letter of the correct answer on your answer sheet.

15. bake

cake	coat	cup	came
A	B	C	D

16. bow

cat	cow	but	buy
A	B	C	D

17. milk

sake	male	make	silk
A	B	C	D

18. stay

way	stale	wail	wall
A	B	C	D

19. ring

brush	run	brag	bring
A	B	C	D

Directions: Read the paragraph carefully.. Answer the questions below it. Encircle the letter of the correct answer on your answer sheet.

Barby is very pretty. She has eyes.
She cannot see. She has mouth. She cannot
eat. She has legs. She cannot walk.

20. Who is very pretty?

- A. Barby
- B. eyes

- C. mouth
- D. legs

21. Can Barby eat?

- A. Yes
- B. No

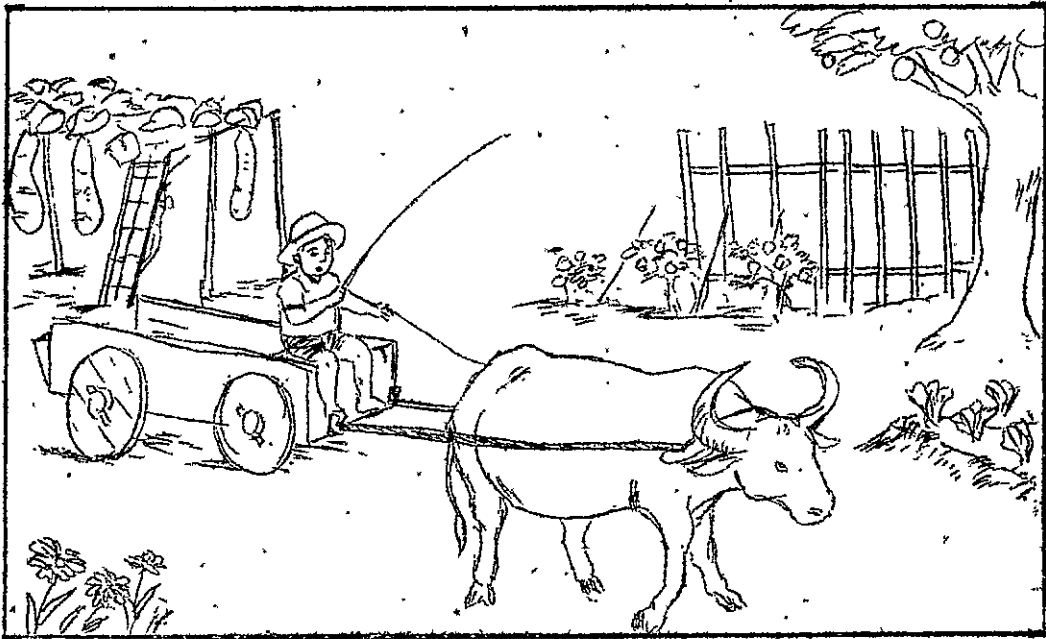
- C. Maybe
- D. I don't know

22. What is Barby?

- A. sister
- B. little girl

- C. a boy
- D. doll

Directions: Look at the picture. Then answer the questions about the picture. Encircle the letter of the correct answer on your answer sheet.



23. Who is riding in the cart?

- | | |
|-----------|--------------|
| A. a cow | C. a boy |
| B. a goat | D. a carabao |

24. What is the carabao doing?

- | | |
|---------------------|----------------------|
| A. pulling the cart | C. carrying the cart |
| B. pushing the cart | D. playing the cart |

25. Where are they?

- | | |
|------------------|------------------|
| A. in the house | C. in bed |
| B. in the garden | D. in the market |

APPENDIX R

TEST IN ENGLISH II

Directions: Select the word which tells about the picture.
Encircle the letter of the correct answer on
your answer sheet.

1.



A. oat
B. boat

C. coat
D. meat

2.



A. church
B. bench

C. beach
D. coach

Directions: Read each sentence and answer the question.
Encircle the letter of the correct answer on
your answer sheet.

3. Which of the following has the same sound as oo in moon?

A. book
B. cook

C. foot
D. broom

4. Which word has the same sound of c in cat?

A. cent
B. car

C. cell
D. center

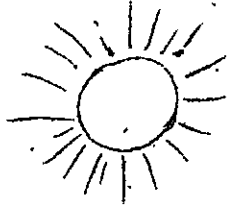
5. Select the letter of the word which rhymes with the
underlined word. Encircle the letter of the correct
answer on your answer sheet.

The elephant gray
Swings his trunks all

A. pray
B. tray

C. day
D. say

6. What two letters in sunny should be crossed out to form a word that names the picture? Encircle the letter of the correct answer on your answer sheet.



- A. su
B. 'un

- C. nn
D. ny

7. Mother is fat but sister is not. She is thin.

- A. big
B. large

- C. thin
D. sweet

Directions: Read the short selection carefully and answer the questions below it. Encircle the letter of the correct answer on your answer sheet.

I am Jim.
I have four pigs.
I feed them left-over food every day.
I am happy when mother sells the pigs.
I can buy new shirt, paper and pens.

8. How many pigs has Jim?

- A. one
B. two

- C. three
D. four

9. Why is Jim happy when mother sells the pigs?

- A. He can buy new shirts. C. He can buy snacks.
B. He can go to the movies. D. He can buy candies.

Directions: Read the paragraph and tell what it is about.
Encircle the letter of the correct answer on
your answer sheet.

Rosa, Fe and Nita are playing. They have
a rope with them. Fe is jumping up and down.
Rosa and Nita are holding the rope.

10. What are the girls jumping?

- | | |
|------------------|-------------------|
| A. hide and seek | C. jump the spine |
| B. skipping rope | D. cat and mouse |

Chris and Erwin rode on a bus. They will
visit their grandmother. She lives in a faraway
barangay. After two hours they reached the
place. Grandmother was very happy to see them.

11. What does the story tells about?

- | | |
|---------------------------|-----------------------|
| A. a ride to the barangay | C. a faraway barangay |
| B. a visit to grandmother | D. two little boys |

Ramon is sitting on a big chair. He can
hear something go cut, cut, cut. His chair
drops on the floor.

12. Where is he?

- | | |
|--------------------|---------------------|
| A. in a toy shop | C. in a barber shop |
| B. in a dress shop | D. in a bake shop |

I am your friend. I work in the hospital. I give you medicine when you are sick.

13. I am a _____.

- | | |
|-----------|------------|
| A. doctor | C. janitor |
| B. lawyer | D. actor |

Chickens and ducks give us eggs. Cows and carabaos give us milk. Goats and pigs give us meat. Fish, crabs and shrimps are good food.

14. What is the paragraph all about?





- | | |
|-----------------------------|-------------------------------|
| A. Animals are good for us. | C. Animals give us food. |
| B. Animals give us eggs. | D. Animals give us medicines. |

Nida has a pet. She calls her pet "Kuting". It is fat and the color is white. It catches rats. It says, "Meow, meow".

15. What is good title for the story?

- | | |
|----------------|------------------|
| A. Nida's Doll | C. Nida's Friend |
| B. Nida's Cat | D. Nida's Rat |

16. Look at the pictures below. Arrange the letters of the pictures in the correct order. Encircle the letter of the correct answer on your answer sheet.

1	2	3	4
			
A. 1 2 3 4	C. 3 2 4 1		
B. 2 3 4 5	D. 4 3 2 1		

17. Which group of months are arranged in correct order? Encircle the letter of the correct answer on your answer sheet.

- A. September, November, October, March
- B. September, October, November, December
- C. November, October, September, December
- D. October, November, December, September

Directions: Match the picture with the phrase. Encircle the letter of the correct answer on your answer sheet.



What would likely to happen?

- A. he will get sick
- B. he will cry
- C. he will be happy
- D. he will get wet



What would likely happen?

- A. the palay will get dry
- B. the palay will get wet
- C. the palay will rot
- D. the palay will grow

Directions: Read the paragraph below. Select the appropriate ending for the paragraph. Encircle the letter of the correct answer on your answer sheet.

The class is preparing the room for Christmas. The pupils put up the Christmas decoration. One group puts up the tree. Another does the Belen. The third group hangs the lanterns and the rest cleans the room. Everybody in the class

20. A. helps in preparing the room for Christmas
B. let other pupils prepare their rooms
C. prepares only the food
D. prepares only the decorations

Ana cleans their house and yard on weekends. She sweeps and mops the floor. She waters the plants and pulls the weeds. She wipes and dusts the pieces of furniture. Ana cleans

21. A. the school yard C. the yard only
B. the house only D. the house and yard

Little Boy Blue

Come blow your horn
 The Sheep in the meadow
 The cows in the corn.
 Where's the little boy
 Who looks after the sheep?
 He's under the haystack
 Lay fast asleep.
 Will you wake him
 No, not I
 For if I would
 He will surely cry.

22. How will the Little Boy Blue call the sheep and drive the cow?

- A. By shouting at them. C. By beating his drum.
 B. By blowing his horn. D. By playing the guitar.

23. Why won't they awaken the Little Boy Blue?

- A. He's fast asleep C. He'll blow his horn
 B. He'll surely cry D. He'll get angry

Directions: Read the following paragraph. Select the word that best describes the feeling of the characters of the problem below. Encircle the letter of the correct answer on your answer sheet.

24. "Raff", Gina cried. "Don't go. Don't leave me alone".

- A. happy C. afraid
 B. thankful D. angry

Directions: Read the sentence below and guess who is talking. Encircle the letter of the correct answer on your answer sheet.

25. I make you happy when you're sad.
 I make you smile when you're feeling blue.
 I give you medicine for the pain.
 I am thankful when you're not in pain.
 Who am I?

A. doctor
 B. farmer

C. baker
 D. butcher.

Directions: Select the letter of the word that has ask in it. Encircle the letter of the correct answer on your answer sheet.

26. A. mask
 B. mash

C. mass
 D. maze

Directions: Read the words silently in each box. Arrange them in the A B C order. Encircle the letter of the correct answer on your answer sheet.

27. 1) ear
 2) house
 3) gift

A. 1 2 3
 B. 2 3 1

C. 3 2 1
 D. 1 3 2

28. 1) arrow
 2) boat
 3) church

A. 1 2 3
 B. 2 3 1

C. 3 2 1
 D. 1 3 2

Directions: Study the Table of Contents carefully. Answer the questions that follow. Encircle the letter of the correct answer on your answer sheet.

TABLE OF CONTENTS	
	Page
Same Shape	1
Say and Write	2
Same Beginning	3
Same Ending	4
Which Are The Same?	5
Which Picture?	6

29. On what page is "Same Beginning" found?

- | | |
|-----------|-----------|
| A. Page 1 | C. Page 3 |
| B. Page 2 | D. Page 4 |

30. How many topics are there in the table?

- | | |
|------|------|
| A. 6 | C. 9 |
| B. 8 | D. 3 |

TEST IN ENGLISH III

1. The word caught sounds like _____.

2. Which word begins with the sound of n?

3. The word fear rhymes with _____.

4. Which letters in the word light are silent?

5. The _____ has many stories.

6. Everything was still after the storm. Still means, -

- A. noisy C. metal
B. clean D. quiet

7. Susan was very tired. But she enjoyed playing jumping rope. Jumping rope means -

A. a lesson C. a punishment
B. a flower D. a game

Directions: Read each story carefully and select the letter of the main idea expressed in the story. Encircle the letter of the correct answer on your answer sheet.

Nelson sells newspaper during Saturdays.
He keeps every centavo he earns.

8. A. Nelson is lazy. C. Nelson is happy.
B. Nelson is studious. D. Nelson is thrifty.

The houses are closed. The winds blow hard. The streets are flooded.

9. A. There is a storm. C. There is a visitor.
B. There is a fiesta. D. There is a parade.

Bob and Judy were at the school science room. They were looking at the beautiful shells, snake skins and many other things in it.

10. A. Bob and Judy lived in the science room.
B. Bob and Judy played in the science room.
C. Bob and Judy visited the science room.
D. Bob and Judy slept in the science room.

There are many kinds of plants. Some plants are very small. Some plants grow tall like the bamboo and the coconut tree. Some plants grow for only a year. Some grow for many, many years.

11. A. The bamboo plant.
B. Plants grow for many years.
C. There are many kinds of plants.
D. How the plant grows.

Directions: Read each story carefully and answer the questions that follow by encircling the letter of the correct answer on your answer sheet.

Mother was cleaning the bathroom. She stopped when her Baby cried.

12. What was Mother doing?
- A. Taking a bath in the bathroom.
B. Cleaning the bathroom.
C. Washing the clothes in the bathroom.
D. Sewing in the bathroom.
13. Why did Mother stop working?
- A. Because father came.
B. Because visitors came.
C. Because her Baby cried.
D. Because Aunt Cora came.

Mr. Turtle, Mr. Frog, and Mr. Yellow Duck went to the river. They saw many things to eat. Mr. Frog got some mosquitoes. Mr. Yellow Duck liked corn best.

14. The story tells about -

- | | |
|-------------|------------|
| A. animals | C. toys |
| B. children | D. insects |

15. The mosquitoes were eaten by -

- | | |
|--------------------|---------------|
| A. Mr. Yellow Duck | C. Mr. Turtle |
| B. Mr. Frog | D. Mr. Corn |

On his way to school, Andy forgot his homework. At once he ran as fast as he could.

16. Where was Andy going?

- | | |
|------------------|-----------------|
| A. to church | C. to school |
| B. to the market | D. to the plaza |

17. Why did he run back home?

- | |
|----------------------------|
| A. He forgot his homework. |
| B. He forgot his food. |
| C. He forgot his money. |
| D. He forgot his bag. |

Directions: Select the proper heading for the ideas given below. Encircle the letter of the correct answer on your answer sheet.

Use of safety matches.
Keep matches out of children's reach.
Keep matches safe in containers.

18. A. Common Industries C. Many Lands
B. Cause of Fire D. Care of Matches

Rose	Sampaguita
Cosmos	Daisy
Gumamela	Santan

19. A. Kinds of Flowers C. Kinds of Plants
B. Kinds of Fruits D. Kinds of Insects

Directions: Select the idea found in column B that fits the heading under column A. Encircle the letter of the correct answer on your answer sheet.

A

B

20. Health Activities A. Writing Letters
B. Going to the Shows
C. Eating the Right Kinds of Food
D. Reading a Storybook

Directions: Read each question and answer it. Encircle the letter of the correct answer on your answer sheet.

21. What would likely happen if the sky is dark with clouds?

- A. There maybe sunshine.
- B. There maybe rain.
- C. There maybe stars falling.
- D. There maybe moonlight.

22. What would likely happen if Raffy would not water his plants?

- A. His plants will brow healthy.
- B. His plants will die.
- C. His plants will grow tall.
- D. His plants will cry.

Directions: Read the story and be able to answer the questions that follow. Encircle the letter of the correct answer on your answer sheet.

One day Andy found a puppy. It was wet and hungry. He took the puppy home. He gave it some milk.

23. Which sentence comes first?

- A. Andy gave the puppy some milk.
- B. Andy took the puppy home.
- C. Andy found a puppy.
- D. The puppy drank the milk.

24. Which sentence should come last?

- A. Andy found a puppy.
- B. The puppy was sick.
- C. Andy took the puppy home.
- D. Andy fed the puppy.

Directions: Read the story and be able to answer the question that follow. Encircle the letter of the correct answer on your answer sheet.

The bell rang. The children came into the room. Pepe was not in his seat. Later on, he came. He looked tired from running. He had not combed his hair and washed his face.

25. What do you think happened?

- A. Pepe did not sleep. C. Pepe was sick.
B. Pepe woke up late. D. Pepe did not go to school.

26. What do you think the teacher would do?

- A. Send Pepe home. C. Ask Pepe to wash his face and comb his hair.
B. Tell Pepe to stay outside. D. Punish Pepe.

Directions: Each item in column A is an effect; each item in column B is a cause. Match the cause with its effect. Encircle the letter of the correct answer on your answer sheet.

A - Effects

B - Cause

27. Mother is wearing sweater because A. it is very cold
28. Baby is crying because B. it destroys our teeth
C. cats eat rats
29. Mr. Rat ran away upon seeing Mr. Cat because D. she is hungry

Directions: Read the following questions. Pick out the correct answer by encircling the letter of the correct answer on your answer sheet.

The words found in the box are arranged in alphabetical order.

doll
toy
stick
vase
watch

30. What is the first word in the list?

- | | |
|---------|----------|
| A. doll | C. stick |
| B. vase | D. toy |

31. What is the last word in the list?

- | | |
|----------|----------|
| A. stick | C. watch |
| B. doll | D. vase |

Directions: Look at the following Table of Contents. Answer the questions that follow. Encircle the letter of the correct answer on your answer sheet.

TABLE OF CONTENTS	
Animal Friends	
A Trick on Sandy	6
The Kitten That Worked	9
Sleepy Sam	12
New Storybook Friends	
The Little Engine	16
Little Mouse Dances	23
The Old Woman's New Hat	36

32. Where can the story of Sleepy Sam be found?
- | | |
|------------|------------|
| A. Page 6 | C. Page 16 |
| B. Page 12 | D. Page 36 |
33. The story on page 23 tells something about -
- | | |
|----------|-----------|
| A. cat | C. dog |
| B. mouse | D. kitten |
34. To what group of story does A Trick on Sandy belongs?
- | | |
|-------------------|--------------------------|
| A. Animal Friends | C. New Storybook Friends |
| B. Friends | D. Old Storybook |
35. The _____ tells the title and page of a story in a book.
- | | |
|----------------------|--------------------------|
| A. cover of the book | C. all pages of the book |
| B. table of contents | D. back part of the book |

APPENDIX T

PAGSUSULIT SA FILIPINO I

Panuto: Piliin ang salitang magkatulad ang tunog sa hulihan. ng salita sa bawat bilang. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

1. Kulay

- | | |
|----------|----------|
| A. bahay | C. tatay |
| B. gulay | D. kamay |

2. Ilog

- | | |
|----------|----------|
| A. itlog | C. apog |
| B. busog | D. sunog |

Panuto: Basahin ang mga pares na salita sa ibaba. Piliin ang mga salitang magkatulad ang tunog sa unahan. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

- | | |
|-----------------------|-----------------|
| 3. A. bahay ~ bagay | C. pasa ~ basa |
| B. kahon ~ balong | D. ama ~ ina |
| 4. A. pagong ~ piging | C. inay ~ nanay |
| B. lola ~ lolo | D. pila ~ pulo |

Panuto: Basahin mabuti ang mga pangungusap. Piliin ang wastong sagot ng tanong sa ibaba nito. Bilugan ang titik lamang sa inyong sagutang papel.

5. Ang sampagita ay mabangó.

Alin ang ngalan ng bagay?

- | | |
|--------------|------------|
| A. Ang | C. ay |
| B. Sampagita | D. mabango |

6. Mabait ang nanay ko.

Alin ang ngalan ng tao?

- A. Mabait
- B. ang

- C. nanay
- D. ko

Panuto: Basahin at sagutin ang mga tanong sa ibaba. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

7. Saan nanggaling ang isda?

- A. Sa dagat
- B. Sa bulkan

- C. Sa bundok
- D. Sa daan

8. Saan tayo bumibili ng gamot?

- A. Sa simbahan
- B. Sa paaralan

- C. Sa bahay
- D. Sa botika

Panuto: Basahin ang pangkat ng mga salita sa ibaba. Piliin ang pangkat ng mga salitang nagsasabi ng magkaka-tulad na bagay o gamit. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

9. A. pinggan
baso
sapatos

- C. isda
bulaklak
palay

- B. mangga
saging
langka

- D. kuya
ate
mana

10. A. bolpen
lapis
pontimpen

- C. payong
sombrero
sinturon

- B. baro
saya
salawal

- D. silya
bangko
mesa

Panuto: Basahin ang kwento sa ibaba. Filiin ang titik ng magagalang na salita na dapat gamitin sa kwento. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

11. Papasok na sa paaralan si Nene. Bago umalis sasabihin sa Nanay ang ganito.

- | | |
|---------------|---------------------|
| A. Aalis. | C. Aalis na ako. |
| B. Aalis ako. | D. Aalis na po ako. |

12. Sa daraanan ni Tony, may dalawang gurong nag-uusap. Sa pagdaan, sasabihin niya ang:

- | | |
|------------------|------------------|
| A. Paraan nga. | C. Makiraan nga. |
| B. Paraanin nga. | D. Paraanin. |

Panuto: Basahin ang kwento sa ibaba. Pagkatapos sagutin ang mga tanong sa ilalim nito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

Sabado ng umaga. Maagang nagsimba si Anita. Kaarawan niya. Naghanda ng maraming pagkain ang nanay niya. Dadalong lahat ang mga kaklase, kaibigan at guro niya. Maligayang-maligaya si Anita sa araw na iyon.

13. Anong araw ang sinasabi sa kwento?

- | | |
|--------------|------------|
| A. Lunes | C. Byernes |
| B. Myerkoles | D. Sabado |

14. Bakit maagang nagsimba si Anita?

- | | |
|-------------------|-----------------------|
| A. Linggo noon. | C. Pasko noon. |
| B. Kaarawan niya. | D. Kaarawan ng Nanay. |

15. Sinu-sino ang dadalo sa handaan?

- | | |
|-------------------|--------------------------------|
| A. mga nanay | C. mga kaklase |
| B. mga kapitbahay | D. mga kaklase, kaibigan, guro |

Panuto: Basahin at pagsunod-sunurin ang mga pangyayari sa ibaba. Pagkatapos sagutin ang mga tanong sa ibaba nito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

A. Nagpaalam siya sa kanyang nanay at tumuloy siya sa simbahan.

B. Naligo si Perla.

C. Kumain siya ng agahan.

D. Nagbihis siya ng bagong damit.

16. Anong pangyayari ang dapat mauna?

17. Ano ang pangalawang pangyayari?

18. Ano ang pangatlong pangyayari?

19. Anong pangyayari ang dapat mahuli?

Panuto: Basahin ang talata. Piliin ang wastong sagot sa ibaba nito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

Si B. Santos ay guro sa Unang Baitang. Mabait at masipag siya. Mahal siya ng maraming bata sa paaralan.

20. Ang talata ay tungkol sa:

A. bata

C. paaralan

B. guro

D. baitang

Panuto: Isulat ang nawawalang titik o bilang sa bawat hanay sa inyong sagutang papel.

21. L, M, N,

22. 32, 36

Panuto: Piliin ang tamang bantas na ankop sa mga pangungusap. Bilugan and titik ng wastong sagot sa inyong sagutang papel.

23. Sasali ka ba sa sayaw

- | | | | |
|----|---|----|---|
| A. | . | C. | ? |
| B. | , | D. | ! |

24. Mabango ang Rosal

- | | | | |
|----|---|----|---|
| A. | . | C. | ? |
| B. | , | D. | ! |

Panuto: Punan ng tamang salita sa puwang sa pangungusap. Isulat ito nang wasto sa inyong sagutang papel.

25. Ang aming guro ay si _____

APPENDIX U

PAGSUSULIT SA FILIPINO II

Panuto: Basahin at unawain nang mabuti ang sumusunod na mga tanong. Piliin at bilugan ang titik ng pinakamahusay na sagot sa bawat aytem sa inyong sagutang papel.

1. Aling salitang nasa loob ng kahon ang naiiba sa salitang nasa kaliwa?

puno	puno	pino	puno	puno
	A	B	C	D

2. Aling salitang nasa loob ng kahon ang nauugnay sa salitang nasa kaliwa?

petsay	prutas	gulay	isda	damit
	A	B	C	D

3. Aling salitang nasa loob ng kahon ang hindi kasama sa pangkat?

Ana	Rita	Rosa	Relo	Raul
	A	B	C	D

4. Sa salitang malaki, ang tunog /l/ ay nasa _____ ng salita.

A. unahan B. hulihan C. gitna D. tabi

5. Sa salitang prinsesa, ang tunog /pr/ ay nasa _____ ng salita.

A. unahan B. gitna C. hulihan D. tabi

6. Ano ang maaaring ipalit sa pa sa salitang pato upang makabuo ng bagong salita?
A. ba B. ka C. da D. sa
7. Aling pangkat ng mga salita ang may magkakatulad na mga pantig?
A. lobo - lata - lolo C. aklat - lapis - silya
B. ako - ikaw - kayo D. banga - bunga - sanga
8. Anong maikling salita ang napapaloob sa mahabang salitang salamat?
A. solo B. sola C. salo D. sala
9. Ang salitang ako'y ay galing sa -
A. ako at B. ako ay C. ukoy D. tukoy
10. Ano ang kahulugan ng salitang mataas?
A. matalas B. matulis C. matangkad D. mababa
11. Ano ang kasalungat ng salitang manipis?
A. maliit B. malaki C. payat D. makapal
12. Ako ay _____ Raul golis.
A. ni B. sina C. nina D. si
13. Ito naman ay _____ Nilo Arpon at Andy Sison.
A. ni B. sina C. nina D. si
14. Si Nilo ay kapatid _____ Raffy.
A. ni B. sina C. nina D. si
15. Silang dalawa ay mga kaklase _____ Tony at Clemel.
A. ni B. sina C. nina D. si

16. "_____ Maria, umuwi umuwi na po ba si Aaron?
tanong ni Lyndon.
A. Gng. B. G. C. Mang D. Aling
17. Pula ang blusa ni _____ dela Cruz.
A. Gng. B. G. C. Mang D. Aling
18. _____ sa Leyte at Samar ay may maraming mahihirap.
A. Nito B. Diyan C. Doon D. Dito
19. "Halika _____", tawag ng Nanay.
A. rito B. diyan C. doon D. dito
20. _____ ang unang buwan ng taon.
A. Disyembre B. Marso C. Hunyo D. Enero
21. Alin sa mga sumusunod ang nagsasaad ng kilos?
A. matamis B. sa harap C. humawak D. sa gabi
ng bahay
22. Alin sa mga sumusunod ang nagsasaad kung kailan
magaganap ang pangyayari?
A. magtatanim bukas
B. nagtanim kahapon
C. itatanim ngayon
D. tanim ng tanim
23. Alin sa mga sumusunod ang nagtatanong?
A. Ako ay si Nestor.
B. Ikaw, sino ka?
C. Si Luis.
D. Naku! si Luis pala!

Panuto: Basahin ang sumusunod na mga talata. Sagutin ang mga tanong tungkol dito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

Papunta sa palengke si Aling Prima at si Nene. Bibili sila ng isda at gulay.

"Kakain na ba tayo ng isda, Inay? Diba may "red tide" pa? tanong ni Nene.

"Wala na raw "red tide", sabi sa radyo. Pwede nang kumain ng isda. Sina Aling Tina nga'y kumakain na ng isda, sagot ni Aling Prima.

"Siyanga?" usisa ni Nene.

24. Sino ang batang nasa kwento?
A. Nena B. Nene C. Aling Tina D. Aling Prima
25. Sino ang kasama niya?
A. Aling Nene B. Aling Nena C. Aling Prima D. Prima
26. Saan sila pupunta?
A. dagat B. bayan C. palengke D. parang
27. Ilang uri ng bilihan ang bibilhin nila?
A. prutas at gulay C. isda
B. isda at gulay D. gulay
28. Bakit kaya di pwedeng kainin ang isda noon?
A. Dahil sa marumi ang mga ito.
B. Dahil sa red tide.
C. Dahil sa mahal ang mga ito.
D. Dahil sa bawal ang mga ito.

29. Sino ang nagsabing "Wala na raw red tide, sabi sa radyo"?

- | | |
|----------------|----------|
| A. Nene | C. Aling |
| B. Aling Prima | D. Prima |

30. Bumili kaya sila ng isda?

- | | |
|--------------|-------------|
| A. Hindi po. | C. Marahil. |
| B. Opo. | D. Baka |

APPENDIX V

PAGSUSULIT SA FILIPINO III

Panuto: Basahin ang sumusunod na mga katanungan. Piliin ang pinakatamang sagot. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

1. Nakita ni Berto ang nawawala niyang saranggula. Kinuha niya ito at sumigaw.

A. Kanino ito!	C. Kanila ito!
B. Iyo ito!	D. Akin ito!
2. Ano ang ginagawa ng taong masipag?

A. upo nang upo	C. gawa nang gawa
B. tulog nang tulog	D. tayo nang tayo
3. Ano ang ginagawa ng batang pala-aral?

A. larô nang larô	C. pasyal nang pasyal
B. basa nang basa	D. awit nang awit
4. Inutusan ni Juan ng kanyang ama. Ano ang sinabi sa kanya?

A. Bumili ka ng bigas.	C. Bumili ako ng bigas.
B. Bibili ka ba ng bigas?	D. Bibili ka ng bigas?
5. Gusto mong malaman kung kailan babalik ang iyong kaibigan. Paano mo siya tatanungin?

A. Babalik ka kailan?	C. Kailan ka babalik?
B. Bumalik ka kailan?	D. Kailan ka bumalik?
6. Alin sa sumusunod na mga salita ang kasingkahulugan ng masigla?

A. masipag	C. maligaya
B. malungkot	D. mabuti
7. Alin ang kasalungat ng lumilitaw?

A. lumilinaw	C. lumiwanag
B. lumalabas	D. lumulubog

8. Ang isang batang huwaran ay dapat _____.

- | | |
|------------|------------|
| A. tawaran | C. tularan |
| B. tulaan | D. tawanan |

Panuto: Basahin ang mga talata at sagutin ang mga tanong sa ibaba nito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

"Ang Lola," ang sabi ni Jose. "Dali, Lita at salubungin natin ang Lola."
 "Mano po, Lola," ang bati ni Jose..
 "Mano po, Lola," ang bati ni Lita.
 "Ito ang pasalubong ko sa inyo," sabi ni Lola sabay bigay sa pagkaing buhat pa sa malayo.

9. Sino ang bisita ng magkapatid?

- | | |
|---------|---------|
| A. Lolo | C. Tiya |
| B. Lola | D. Guro |

10. Nasaan ang magkapatid nang dumating ang bisita?

- | | |
|-------------------|------------------|
| A. nasa hardin | C. nasa bahay |
| B. nasa lansangan | D. nasa paaralan |

11. Ang tumatanggap ng pasalubong ay _____.

- | | |
|--------------|-------------|
| A. nagagalit | C. natutuwa |
| B. nagugutom | D. naiiyak |

12. Ano kaya ang sinabi nina Lita at Jose pagkatanggap ng pasalubong?

- | | |
|----------------|--------------------|
| A. Ito po ba? | C. Ang liit naman. |
| B. Salamat po. | D. Ayoko po nito. |

Ang ibon sa himpapawid, isda sa karagatan at kulisap sa kagubatan ay pawang mga hayop. Tulad ng mga tao kailangan din nila ng pagkain. Kailangan din nila ng tirahan.

13. Ano ang katulad ng hayop?

- A. mga pagkain C. mga bata
B. mga halaman D. mga tao

14. Ano ang angkop na pamagat ng talata?

- A. Ang Mga Hayop C. Ang Mga Kulisap
B. Ang Mga Tao D. Ang Mga Ibon

15. Anu-ano ang mga kailangan ng hayop?

- A. tao at pagkain C. tirahan at pagkain
B. hayop at tao D. pagkain at hayop

16. Saan-saan makikita ang mga hayop?

- A. sa gubat at bundok lamang
B. sa dagat at himpapawid
C. sa dagat at gubat lamang
D. sa dagat, gubat at himpapawid

Panuto: Pag-aralan ang Tsart ng Bilang ng Mag-aaral sa Paaralang Sentral ng San Pablo. Sagutin ang mga tanong sa hulihan. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

Baitang at Seksyon	Bilang ng mga Mag-aaral		
	Lalaki	Babae	Kabuuan
III - 1	20	20	40
III - 2	20	25	45
III - 3	25	12	37
III - 4	19	17	36

17. Tungkol sa anong baitang ang nasa tsart?

- A. I C. III
B. II D. IV

18. May ilang seksyon sa ikatlong baitang ang may pinakamaraming mag-aaral?

- A. 1 C. 3
B. 2 D. 4

20. Aling seksyon ang may pinakamaraming lalaki?

- A. 1 C. 3
B. 2 D. 4

21. Aling seksyon ang magkasindami ang lalaki at babae?

- | | | | |
|----|---|----|---|
| A. | 1 | C. | 3 |
| B. | 2 | D. | 4 |

Panuto: Basahin ang sumusunod na patalastas. Sagutin ang tanong sa hulihan. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

MAGHUGAS NG KAMAY

BAGO KUMAIN.

22. Kailan dapat maghugas ng kamay?

- A. pagkatapos kumain
B. bago magsimulang kumain
C. habang kumakain
D. habang nagpapahinga

23. Saan kaya matatagpuan ang patalastas na ito?

- | | |
|---------------------|--------------------|
| A. sa silid tulugan | C. sa silid laruan |
| B. sa kantina | D. sa halamanan |

24. Ang patalastas ay dapat:

- | | |
|------------|---------------|
| A. suwayin | C. pagtawanan |
| B. sirain | D. sundin |

Panuto: Ayusin ang mga pangungusap sa ibaba ayon sa wastong pagkakasunud-sunod. Sagutin ang mga tanong sa ibaba. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

Ang Paghahalaman

1. Lagyan ng lupa ang lata.
2. Diligin pagkatapos itanim.
3. Ilagay ang itinamin na halaman sa lugar na maaarawan.
4. Kumuha ng latang katamtaman ang laki.
5. Itanim ang halaman.

25. Ano ang unang dapat gawin?

- | | |
|------|------|
| A. 1 | C. 3 |
| B. 2 | D. 4 |

26. Alin ang huling dapat gawin?

- | | |
|------|------|
| A. 2 | C. 4 |
| B. 3 | D. 5 |

27. Alin ang wastong pagkakasunud-sunod ng mga pangungusap tungkol sa paghahalaman?

- | | |
|--------------|--------------|
| A. 1 2 3 4 5 | C. 3 4 2 1 5 |
| B. 3 1 5 2 4 | D. 4 5 3 2 1 |

Panuto: Ayusin ang anim na salita sa ibaba nang paalpabeto. Sagutin ang mga tanong sa ibaba nito. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

1. kaibigan	4. buhay
2. payong	5. alam
3. saya	6. dagat

28. Alin ang salitang dapat mauna sa lahat?

- | | |
|----------|----------|
| A. buhay | C. dagat |
| B. alam | D. saya |

29. Alin ang salitang dapat mahuli sa lahat?

- | | |
|-----------|----------|
| A. saya | C. dagat |
| B. payong | D. buhay |

30. Anong salita ang dapat isunod sa kaibigan?

- | | |
|-----------|----------|
| A. buhay | C. saya |
| B. payong | D. dagat |

Panuto: Basahin ang Talahanayan ng Nilalaman sa ibaba. Sagutin ang mga tanong. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

TALAHANAYAN NG NILALAMAN	
Pamagat	Dahon
1. Ang Rosal	1
2. Pulang Kalachuchi	7
3. Mabangong Ilang-Ilang	16
4. Bulaklak ng Lahi	24
5. Gumamelang Walang Bango	30

31. Saang dahon mababasa ang kuwento tungkol sa Rosal?

- | | |
|------|-------|
| A. 1 | C. 16 |
| B. 7 | D. 24 |

32. Tungkol sa anong bulaklak ang mababasa sa dahong 16?

- | | |
|---------------|----------------|
| A. Kalachuchi | C. Gumamela |
| B. Sampagita | D. Ilang-Ilang |

33. Ang kwento tungkol sa Bulaklak ng Lahi ay mababasa mula sa dahong 24 hanggang sa dahong _____?

- | | |
|-------|-------|
| A. 27 | C. 29 |
| B. 28 | D. 30 |

Panuto: Piliin sa sumusunod na mga pangungusap ang wasto ang pagkasulat. Bilugan ang titik ng wastong sagot sa inyong sagutang papel.

34. A. Bukas kami papasok. C. Bukas kami Papasok.
B. Bukas kami papasok? D. Bukas kami Papasok.

35. A. Sa Byernes kami aalis. C. sa byernes kami aalis?
B. Sa byernes kami aalis. D. sa Byernes kami aalis!

APPENDIX W

ANSWERS SHEET

TEST IN ENGLISH I

Name: _____

School: _____

Division: _____

Type of Class: _____

- | | | | | | |
|-----|----|-----|---|---|---|
| 1. | A | B | C | D | |
| 2. | A | B | C | D | |
| 3. | A | B | C | D | |
| 4. | A | B | C | D | |
| 5. | st | | | | |
| 6. | fl | | | | |
| 7. | | rd | | | |
| 8. | | ble | | | |
| 9. | cl | | | | |
| 10. | m | | n | | |
| 11. | A | B | C | D | E |
| 12. | A | B | C | D | E |
| 13. | A | B | C | D | E |
| 14. | A | B | C | D | E |
| 15. | A | B | C | D | |

16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D

TEST IN ENGLISH II

Name: _____

School: _____

Division: _____

Type of Class: _____

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |

16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

Name: _____

School: _____

Division: _____

Type of Class: _____

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |

16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D

PAGSUSULIT SA FILIPINO I

Pangalan: _____

Paaralan: _____

Sangay: _____

Uri ng Klase: _____

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |

- | | | | | |
|-----|---|---|---|---|
| 16. | A | B | C | D |
| 17. | A | B | C | D |
| 18. | A | B | C | D |
| 19. | A | B | C | D |
| 20. | A | B | C | D |
| 21. | | | | |
| 22. | | | | |
| 23. | A | B | C | D |
| 24. | A | B | C | D |
| 25. | | | | |

PAGSUSULIT SA FILIPINO II

Pangalan: _____

Paaralan: _____

Sangay: _____

Uri ng Klase: _____

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |

16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

PAGSUSULIT SA FILIPINO III

Pangalan: _____

Paaralan: _____

Sangay: _____

Uri ng Klase: _____

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |

16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D

APPENDIX X

ANSWERS KEY

ENGLISH I

- | | | | |
|-----|--------------|-----|---|
| 1. | A | 16. | B |
| 2. | D | 17. | D |
| 3. | C | 18. | A |
| 4. | B | 19. | D |
| 5. | <u>star</u> | 20. | A |
| 6. | <u>flag</u> | 21. | B |
| 7. | <u>bird</u> | 22. | D |
| 8. | <u>table</u> | 23. | G |
| 9. | <u>clock</u> | 24. | A |
| 10. | <u>moon</u> | 25. | B |
| 11. | A | | |
| 12. | D | | |
| 13. | C | | |
| 14. | B | | |
| 15. | A | | |

ENGLISH II

- | | | | |
|-----|---|-----|---|
| 1. | B | 21. | D |
| 2. | A | 22. | B |
| 3. | D | 23. | B |
| 4. | B | 24. | C |
| 5. | C | 25. | A |
| 6. | D | 26. | A |
| 7. | C | 27. | D |
| 8. | D | 28. | A |
| 9. | A | 29. | C |
| 10. | B | 30. | A |
| 11. | B | | |
| 12. | C | | |
| 13. | A | | |
| 14. | C | | |
| 15. | B | | |
| 16. | C | | |
| 17. | B | | |
| 18. | A | | |
| 19. | D | | |
| 20. | A | | |

ENGLISH III

1.	C	21.	B
2.	C	22.	B
3.	D	23.	C
4.	C	24.	D
5.	B	25.	B
6.	D	26.	C
7.	D	27.	A
8.	D	28.	D
9.	A	29.	C
10.	C	30.	A
11.	C	31.	C
12.	B	32.	B
13.	C	33.	B
14.	A	34.	A
15.	B	35.	B
16.	C		
17.	A		
18.	D		
19.	A		
20.	C		

MGA SAGOT SA FILIPINO I

- | | | | |
|-----|---|-----|------------------|
| 1. | B | 21. | N |
| 2. | A | 22. | 34 |
| 3. | A | 23. | C |
| 4. | B | 24. | A |
| 5. | B | 25. | Pangalan ng guro |
| 6. | C | | |
| 7. | A | | |
| 8. | D | | |
| 9. | B | | |
| 10. | A | | |
| 11. | D | | |
| 12. | C | | |
| 13. | D | | |
| 14. | B | | |
| 15. | D | | |
| 16. | B | | |
| 17. | D | | |
| 18. | C | | |
| 19. | A | | |
| 20. | B | | |

MGA SAGOT SA FILIPINO II

- | | | | |
|-----|---|-----|---|
| 1. | B | 21. | C |
| 2. | B | 22. | A |
| 3. | C | 23. | B |
| 4. | C | 24. | B |
| 5. | A | 25. | C |
| 6. | A | 26. | C |
| 7. | D | 27. | B |
| 8. | D | 28. | B |
| 9. | B | 29. | B |
| 10. | C | 30. | B |
| 11. | D | | |
| 12. | D | | |
| 13. | B | | |
| 14. | A | | |
| 15. | C | | |
| 16. | D | | |
| 17. | A | | |
| 18. | D | | |
| 19. | A | | |
| 20. | D | | |

MGA SAGOT SA FILIPINO III

1.	D	21.	A
2.	C	22.	B
3.	B	23.	B
4.	A	24.	D
5.	C	25.	C
6.	C	26.	A
7.	D	27.	B
8.	C	28.	B
9.	B	29.	A
10.	C	30.	A
11.	C	31.	A
12.	B	32.	D
13.	D	33.	C
14.	A	34.	A
15.	C	35.	A
16.	D		
17.	C		
18.	D		
19.	B		
20.	C		

APPENDIX Y

QUESTIONNAIRE

DEAR TEACHERS:

This questionnaire is designed to gather necessary data in connection with my doctoral's dissertation entitled: "UPGRADING READING SKILLS: THE EASTERN VISAYAS EXPERIENCE" which the undersigned is undertaking.

Kindly indicate your frank, honest and sincere responses either by checking the appropriate spaces or by supplying the needed information. Please be assured that all data gathered from your responses will be highly confidential.

Please accept my heartfelt thanks and gratitude for your cooperation.

Very truly yours,

(Sgd.) MANUEL Z. ISANAN
GES-I (Filipino)
Division of Samar
Researcher

Part I - General Information

Sex: () Male () Female Age: _____

Present Grade Experience: _____ Total DECS Experience: _____

C. S. Eligibility: _____

Educational Qualifications: (Indicate advance units)

Field of Specialization: _____

Grade Being Taught: _____

Type of Class Handled: () Experimental () Control

Training in Linguistics and Language Teaching:

Title of
TrainingDate of
TrainingPlace of
TrainingNo. of
Hours

Part II - Attitude Towards Project URS

1. Rate the degree to which you personally commit
yourself to the implementation of Project URS?

Very Much

Much

Slightly

Indifferent

Not Committed

2. How would you rate the implementation of
Project URS?

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Very Satisfactory
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Poor

APPENDIX Z

CURRICULUM VITAE

NAME : MANUEL ZOSA ISANAN
 ADDRESS : Catbalogan, Samar
 DATE OF BIRTH : September 20, 1947
 PRESENT POSITION: Educational Supervisor - I (Filipino)
 STATION : Division Office
 Catbalogan, Samar
 CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Catbalogan Elementary School
 Catabalogan, Samar
 Secondary Samar High School
 Catbalogan, Samar
 College Bachelor of Science in Elem. Edu.
 Samar College
 Catbalogan, Samar
 1967
 Graduate Master of Arts in Teaching (M.A.T.)
 Philippine Normal College
 1979

Master of Arts in Education (Filipino)

Philippine Normal College

1983

Curriculum Pursued . Doctor of Philosophy

Major Educational Management

CIVIL SERVICE ELIGIBILITY

Civil Service Examination for Teachers - Passed - August, 1969

POSITIONS HELD

Classroom Teacher 1967 - 1983

Educational Supervisor I (Filipino), 1983 to Present

SCHOLARSHIP/STUDY GRANT

MEC-NSDB-UP-Silliman University . . Dumaguete City

Summer 1976

MECS-PNC-Integrated Scholarship . . Manila

1978 - 1979

PPSTA-PNC Scholarship Manila

Summer 1981

AWARDS RECEIVED

Outstanding Elementary Grades Teacher -- Division of Samar

1981 - 1982

National Awardee - Surian ng Wikang Pambansa

August 19, 1983

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