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**CORRELATION OF ENGLISH AND FILIPINO ACHIEVEMENT AND
NCKE PERFORMANCE OF THE FOURTH YEAR STUDENTS
OF THE VICTORIA NATIONAL HIGH SCHOOL
SCHOOL YEAR 1988-1989**

THESES & DISSERTATION

A Thesis

Presented to

**The Faculty of the Graduate School
of the Tarlac State University**

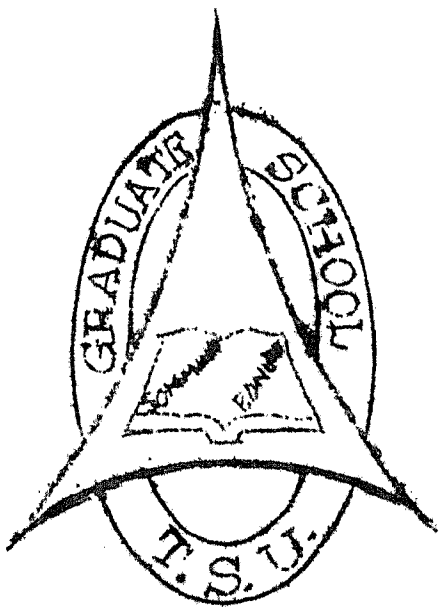
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**In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education
(Major in Guidance and Counseling)**

by

JOSEFINA SAN JUAN RIGOR

March, 1990



Republic of the Philippines
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APPROVAL SHEET

The thesis attached hereto,
entitled CORRELATION OF ENGLISH AND FILIPINO ACHIEVEMENT AND
NCEE PERFORMANCE OF THE FOURTH YEAR STUDENTS
OF THE VICTORIA NATIONAL HIGH SCHOOL
SCHOOL YEAR 1988-1989

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ABSTRACT

Title: CORRELATION OF ENGLISH AND FILIPINO ACHIEVEMENT
AND NCEE PERFORMANCE OF THE FOURTH YEAR STUDENTS
OF THE VICTORIA NATIONAL HIGH SCHOOL
SCHOOL YEAR 1988-1989

Researcher: JOSEFINA SAN JUAN RIGOR

School: Tarlac State University

Degree: Master of Arts in Education
(Major in Guidance and Counseling)

Statement of the Problem

This study aimed to evaluate the English and Filipino Achievement and NCEE performance of the high school seniors of the Victoria National High School for the school year 1988-1989.

More specifically, this study sought to answer the following questions.

1. What is the achievement of the fourth year students in following learning areas:

1.1 English; and

1.2 Filipino?

2.a. What is the achievement of the male and female fourth year students in English and Filipino?

2.b. What is the performance of the male and female fourth year students in NCEE?

3. How do the performance of the male and female fourth year students in the NCEE correlate?

4.a How do the achievement of the students in English correlate with their NCEE on verbal ability (VA) and Reading Comprehension (RC) areas?

4.b. How do students achievement in Filipino Correlate with their NCEE Verbal Ability and Reading Comprehension areas?

5. How do the achievement of the fourth year students in English and Filipino and their NCEE V.A. and R.C. correlate?

6. What is the implication of the findings to Guidance and Counseling?

Null Hypothesis

1. There is no significant difference between the achievement of male and female students and their NCEE performance.

2. There is no significant relationship between the achievement of the students in English and the NCEE performance or Verbal Ability and Reading Comprehension areas.

3. There is no significant relationship between

the achievement of the students in Filipino and the NCEE performance on Verbal Ability and Reading Comprehension areas?

4. There is no significant relationship between the achievement in English and Filipino and NCEE Performance. VA and RC areas.

Methods of Study

This study used the descriptive method of research utilizing correlational method extensively to determine the relationship of the achievement in English and Filipino and the NCEE performance on Verbal Ability and Reading Comprehension areas of the fourth year students at the Victoria National High School school year 1988-1989. Of the four areas of the NCEE only the Verbal Ability and Reading Comprehension were used as variables to correlate with English and Filipino achievement. The major instrument utilized in gathering data was documentary analysis supplemented by interview and observations.

There were three hundred thirty five (335) registered examinees. Forty percent (40%) of the students were made respondents. There were seventy seven (77) female and fifty eight (58) male students or a total of one hundred thirty five (135) students.

The researcher made use of the random sampling to draw the desired sample. The simple random sampling is one type of probability sampling wherein every element in the population is given a chance to become a part of the desired sample.

The data gathering instruments used were the Secondary Students Permanent Record or the DECS Form No. 137-A and the NCKE cards. The first data that were collated and compiled were the individual achievement grades in English and Filipino as well as their combined average grades. The data were taken from the Secondary Students' Permanent Record or DECS Form No. 137-A. The second type of data collated were the average expressed in Percentile Rank in NCKE Verbal Ability and Reading Comprehension. These were obtained from their individual NCKE cards. The information or data gathered were tabulated as to the sequences of the stated problems in this study.

The names of the one hundred thirty five (135) respondents were listed on a sheet of paper, each section was represented or students were taken at randomized sampling. The male respondents were listed separately from the females to facilitate the statistical computation of the students' performance by sex.

Processes Involved in Conducting the Research:

The different processes and steps were as follows:

(1) obtaining a permit to conduct the study from the schools Division Superintendent and Principal of the school. (2) obtaining the list of the NCEE examinee; (3) determining the parameter of the study; (4) getting the permission to use the Secondary Student's Permanent Record Form No. 137-A; (5) getting the examinee's result from the NCEE records (6) compiling, tallying and treating statistically the information from the documents mentioned; and (7) analyzing, testing the hypothesis and interpreting the findings as per problems raised in the study; (8) determining and formulating conclusions, recommendations and implication.

On the prepared tally sheet, the statistical information gathered were posted accordingly.

The results of the tally were treated statistically in frequency and percentage-wise. The statistical treatment of the data to test the hypothesis in order to find the level of significance were appended to this study.

On the final computation of the data, the writer analyzed not only the expected results to the questions asked in the major problems but also the answers to the specific questions subsumed in the main problem.

Data Processing Techniques and Statistical Analysis

The data were computed and the results were analyzed using descriptive and inferential statistical procedures as follows:

1. Frequencies, percentage, mean and standard deviation; and
2. Pearson Product-Moment Coefficient Correlation were used to identify variables which have significant relation on the performance of the students in the NCEE.

To facilitate easy interpretation and discussion most of the data were presented in tabulated forms.

The study utilized the following simple statistical presentation; frequency distribution, ranking and pearson product-moment coefficient correlation and t-test for dependent.

Findings

After a careful analysis of the data gathered the following findings appeared to be evident:

1. The study revealed that the mean grade of the respondent in English was 80.49 percent with a standard deviation of 3.63 percent while in Filipino the students got a mean grade of 82.03 percent with a standard deviation of 4.01 percent.

- 2.a. It was found out that the average grade of

males in English was 78.5 with a standard deviation of 3.14. Whereas the average grade of the females on the same subjects was 82.0 percent with a standard deviation of 3.35 percent. In Filipino, males achieved a general average of 83.7 percent with a standard deviation of 3.25. It appeared that both females and males almost had equal achievement in both subjects.

2.b. The mean scores of the male respondents in the NCEE was 34.8 percent with a standard deviation of 26.47 percent. Whereas the females' mean score was 36.4 percent with a standard deviation of 26.27 percent. There was only a very slight difference found on the performance of these male and female students in the NCEE.

3. There was no significant difference between the performance of the male and female students as to their NCEE.

4.a. There was a significant relationship between the achievement of the students in English and their NCEE performance on Verbal Ability and Reading Comprehension areas.

4.b. There was a significant correlation between Filipino and their NCEE performance on Verbal Ability and Reading Comprehension areas.

5. There was a high significant relationship between the achievement in English and Filipino and the

NCEE performance on Verbal Ability and Reading Comprehension areas.

Conclusions

From the foregoing list of the findings of the study, the following conclusion have been drawn:

1. The achievement of the fourth year respondents in Filipino was relatively better than in English, still both were considered satisfactory.

2.a. The achievement of the female in English was relatively better than that of their male counterparts.

2.b. The achievement of the female students in Filipino was relatively better than their male counterparts.

3. There was only a slight difference found in the performance of the male and female students in the NCEE.

4.a. There was a significant relationship that exist between the achievement of the students in English and their NCEE performance on Verbal Ability and Reading Comprehension areas. The teacher could depend on the use of grades in English as a variables to predict student's performance in the NCEE.

4.b. There was a significant relationship between Filipino and their NCEE performance on Verbal Ability and Reading Comprehension areas.

5. There was a significant relationship that exist between the achievement in English and Filipino and the NCEE performance on Verbal Ability and Reading Comprehension areas. Grades in Communication Arts - English and Filipino may be utilized to predict the NCEE results.

Recommendations

This study offers the following recommendations as a result of its findings:

1. Inasmuch as the achievement of the respondents in English was slightly lower than that of Filipino, it is recommended that teachers should utilize references and other instructional materials relative to English subject. To improve and enhance further the students' proficiency in English, the correct use of words should be placed and emphasized more on the correct usage, vocabulary and reading skills.

2. Since it has been noted that female respondents got higher achievement both in English and Filipino than males, it would be advisable for the teacher to institute measures that would gear towards the improvement of the male students' proficiency in both subjects.

3. It has been revealed in this study that female fourth year students got better performance in the NCEE

than their male classmates. In this respect teachers should give more attention to male students by giving advance practice on the skills or approaches that would be a parallel with the skills and approaches being tapped by the NCEE.

4. Since many of the fourth year students got low scores in the NCEE, the administrators, guidance counselors and teachers should make provisions in the early years of the students in school so that their interest and aptitude will be studied and be guided in the later part of their secondary curriculum. This is particularly with reference to those who would make good in the NCEE.

5. The guidance program should be strengthened to include testing counseling and services in order to identify the students' aptitude and their potentialities. These testing services should conclude the giving of intelligence test, aptitude test, personality test and diagnostic test. From these tests results the students' expected performance could be assessed and compared with his actual performance in the school.

6. Since it is the public elementary schools which particularly provide the basic foundations for secondary education, the school officials should gear their system and methods towards the improvement of the academic

standards in order to produce strong graduates who can pass the NCEE.

7. The English and Filipino Department Heads should meet and discuss with English and Filipino teachers some suggested modifications in the teaching of English and Filipino that would strengthened and re-aligned the skills or measures of abilities given in the NCEE.

8. The guidance counselor should help teachers to discuss or identify the strengths and weaknesses of the students for them to point out the necessary skills and need of the students.

9. Fourth year secondary students in English and Filipino should be informed of these findings so that they will be guided by the knowledge about variables that influence NCEE performance in varying degrees.

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J S R

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D E D I C A T I O N

To

My Loving Husband MAC

and Children

Pamela

Emmanuel

Raymond

and

Dennis

to

Them

I Lovingly Dedicate This Modest Work

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