

District Achievement Test (DAT) Scores of Grade III Learners in Esperanza District I Division of Sultan Kudarat

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ABSTRACT

The study's goal was to determine the level of District Achievement Test (DAT) Scores of Grade III Learners of public elementary schools in Esperanza District I, Division of Sultan Kudarat. It also determined the relationship of learners' study habits and teachers' classroom management and teaching styles. Descriptive method of research using correlation analysis of the data was used. The study was conducted in the three schools in Esperanza District I such as Doroteo Pastor Memorial Elementary School, Saliao Elementary School and Sagasa Elementary School. A sample of 80 learners randomly chosen from the three schools were the respondents of the study. Survey questionnaire was utilized to gather the data on learners' study habits and teachers' classroom management and teaching styles. Data were analyzed and interpreted using the mean and Pearson's r at 5% level of significance. Study revealed that learners had a high level of study habits. Teachers' classroom management and teaching styles were all rated excellent. The District Achievement Test Scores of the three elementary schools were interpreted as satisfactory in Filipino and Makabayan subjects while the three core subjects such as English, Mathematics and Science were all interpreted as fair. Finally, only study habits had a significant relationship on the District Achievement Test (DAT) scores of the learners specifically in Filipino subject. Thus, it is finally concluded that high level of pupils' study habits tends to improve their scores in District Achievement Test (DAT).

KEYWORDS

District achievement Test; Grade III; Public elementary school

INTRODUCTION

Education plays a vital role in human's life. It is a thing being look upon into consideration of everybody. Everyone has been too concern about education nowadays, especially for parents into their children. They take that academic performance of their children would be one of the many bases for their children to be successful someday. The formation of the young children cannot be left to chance. Parents, teachers and the school who are partly responsible in the character building of the children cannot rely too much on daily observations and unfounded feedbacks because they might do harm than good.

A scientific investigation is needed so that corrective measures or reinforcement can be made. It is for this reason that the researcher embarked in this study. The world is becoming more and more competitive quality of student's academic performance has become the key factor for personal progress. It is the desire of all parents that their children climb the ladder of academic performance as high level as possible. This desire for level of performance among elementary school pupils puts a lot of pressure on pupils, teacher and the educational

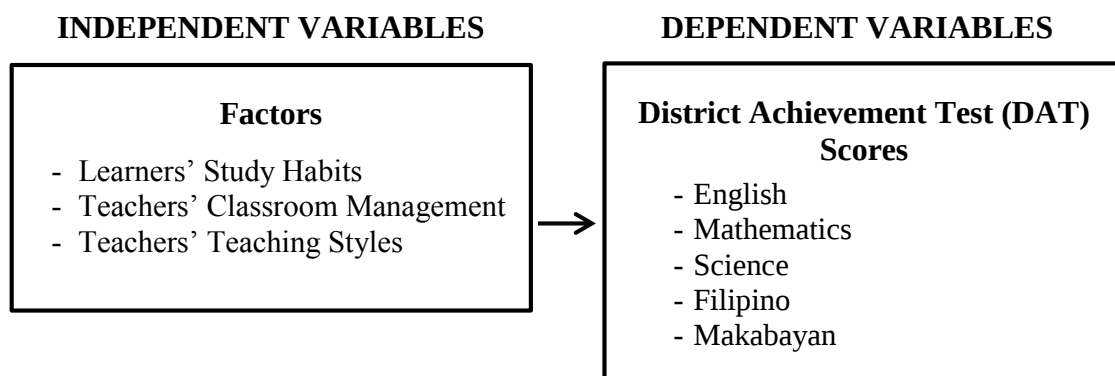
system itself. In fact, it appeals as if the whole educational system revolves round the academic performance of pupils (Bell, 2000).

Pupils learning achievement depends on their attitude, motivation performance for success and study habit or skills that people employ to pursue the desire outcome (Bell, 2000). District Achievement Test is just one of the many achievement tests for a pupil to undergo. This is district wide test being administered to the pupils in different subject areas as a tool for teachers in determining their level of learning in a particular subject area.

For a school to get high score or low score on this achievement test really, matters to the academe. That is why everything is being prepared before the conduct of this examination. Orientation to parents, massive review to pupils and coupled of sacrifices for teachers and administrators. Whatever success garnered by a pupil, there is every parent that would be proud of and school and teachers that somehow on way or another has been part of every pupil's endeavor.

Conceptual Framework

The framework describes the independent variables which are the study habits and school transformational factors which include teachers' classroom management and teaching style while the dependent variable is District Achievement Test (DAT) scores in English, Math, Science, Filipino and Makabayan.



Statement of the Problem

This study attempted to find out the District Achievement Test (DAT) scores of Grade III learners in Esperanza District I, Division of Sultan Kudarat, Region XII, Philippines.

Specifically, it sought to answer the following questions:

1. To what extent is the study habits of grade three learners?
2. To what extent is the teachers' classroom management?
3. To what extent is the teachers' teaching styles?
4. To what extent is the District Achievement Test (DAT) scores of learners in the following subjects:
 - 4.1 English;
 - 4.2 Mathematics;
 - 4.3 Science;
 - 4.4 Filipino; and
 - 4.5 Makabayan?
5. Is there significant relationship between the District Achievement Test (DAT) scores of learners' and:
 - 5.1 Their Study Habits; and
 - 5.2 Teachers' Classroom Management and Teaching Styles?

Significance of the Study

This study is significant to the following:

To the parents whose main concern is molding their children to become valuable and responsible members of the society, this will help them become teachers and models in value formation at home.

To the teachers and administrators, this will make them aware of the behavior, and ways of pupils at school. How they behave, move and treat classmates. It will also help them understand the child.

To the community, this study might give a sense, that they are part of a larger community, which might in turn help them think of themselves as important.

To the learners, this study will help them determine good study habits suited for them that will help them improve their academic performance, also to other achievement tests in the future.

Scope and Limitation of the Study

The main purpose of the study was to determine the extent of the District Achievement Test (DAT) scores of Grade III pupils as well as the relationship of learners' study habits and teachers' classroom management and teaching styles in Esperanza District I, Division of Sultan Kudarat, Region XII, Philippines.

The respondents were limited only to the Grade III learners. They were selected through stratified sampling, from three public elementary schools of Esperanza District I namely: Doroteo Pastor Memorial Elementary School, Saliao Elementary School and Sagasa Elementary School. District Achievement Test (DAT) scores were only be limited to Five subject areas English, Science, Mathematics, Filipino and Makabayan.

RESEACH METHODS

Research Design

This study used the descriptive method using the correlation analysis. It attempted to find out the District Achievement Test Scores in English, Math Science, Filipino and Makabayan subjects of Grade III learners in Esperanza District I, Division of Sultan Kudarat, Region XII, Philippines.

Respondents of the Study

The respondents of the study were Grade III pupils of the three schools of Esperanza District-I namely: Doroteo Pastor Memorial Elementary School, Saliao Elementary School and Sagasa Elementary School during the School Year 2010-2011.

Sampling Technique

The respondents were selected using 20% of the Gay (1976) suggested principle. The distribution of the respondents was out of 100 enrollees of Doroteo Pastor Memorial Elementary School 20 or 20% was taken, of the 150 pupils of Sagasa Elementary School, 30 or 20% was included and finally the 150 learners of Saliao Elementary School, 30 or 20% was taken. A total of 80 pupils were used as respondents of the study.

The researcher used simple random sampling using fishbowl method in selecting the individual respondent of the study.

Research Instrument

Review of records of the guidance office of the three-respondent schools was conducted to determine the District Achievement Test (DAT) scores of learners in English, Mathematics,

Science and Makabayan. Further, survey questionnaire on learners' study habits and teachers' classroom management and teaching styles was constructed.

Statistical Treatment

Simple mean, weighted mean and Pearson's r were appropriately employed in order to provide good analysis and implication of the study.

RESULTS AND DISCUSSION

Table 1. Extent of Learners' Study Habits

	Study Habits	Mean	Verbal Description
1	I read my lesson repeatedly until I grasp its meaning.	4.48	Always
2	I usually pick-out the points in my lessons and review it.	4.06	Often
3	I re-check any point in the lesson which I find unclear.	4.02	Often
4	I try to concentrate when I am studying.	4.11	Often
5	I maintain a regular time schedule to study.	3.95	Often
6	I study well both my easy and difficult subjects.	4.05	Often
7	I copy the most important point in the lectures.	4.40	Always
8	I always take down notes.	4.25	Always
9	I review my notes especially before examinations.	4.36	Always
10	I try to avoid watching TV at night so that I can study my lesson well.	4.14	Often
Overall Mean		4.18	Often

Legend:

4.20 – 5.00 – Always; 3.40 – 4.19 – Often; 2.60 – 3.39 – Sometimes;
1.80 – 2.59 – Seldom; 1.00 – 1.79 – Never

Table 1 shows the extent of the study habits of the grade III learners. The overall mean of 4.48 reveals that the learners are always reading their lessons until they absorb them. The mean of 4.40 indicates that learners are always copying the important points in the lecture. The means of 4.36 and 4.25 signify that learners are always taking down notes especially during examinations. Further, the means of 4.14 indicates that learners are often avoiding watching TV at night so they could study. The mean of 4.11 shows that learners are often trying to concentrate when they are studying. The overall mean 4.18 interpreted as "often" reveals that Grade III learners are really practicing study habits.

Table 2. Extent of Teachers' Classroom Management

	Classroom Management	Mean	Verbal Description
1	Teachers manage current behavior problems in the classroom.	4.75	Always
2	Teachers coach positive social behaviors (helping, sharing, waiting)	4.68	Always
3	Teachers reward targeted positive behaviors with incentive.	4.59	Always
4	Teachers single out a child or a group of children for misbehavior.	3.99	Often
5	Teachers call parents to report bad behavior.	4.49	Always

6	Teachers use anger management strategy for himself (e.g. deep breaths)	4.19	Often
7	Teachers give positive directions.	4.28	Always
8	Teachers use clear classroom discipline plan.	4.52	Always
9	Teachers promote parents' involvement in the classroom.	4.48	Always
10	Teachers praise positive behavior of pupils.	4.44	Always
Overall Mean		4.43	Always

Legend:

4.20 – 5.00 – Always; 3.40 – 4.19 – Often; 2.60 – 3.39 – Sometimes;
1.80 – 2.59 – Seldom; 1.00 – 1.79 – Never

Table 2 reveals the extent of teachers' classroom management. The mean of 4.75 described as "Always" identifies that teachers can effectively manage present behavior inside the classroom. The mean of 4.68 described as "Always" states that teachers are always coaching positive social behavior in the classroom followed by the means of 4.59 and 4.52 all described as "Always" that tell that teachers always reward or give incentives to learners who exhibit positive behavior in the classroom and have clear classroom discipline plan for the pupils. The means of 4.49, 4.48 described as "Always" reveal that teachers frequently call for the parent to report bad behavior and also promote parents' involvement inside the classroom. The mean of 4.28 described as "Always" indicates that teachers always give positive direction while they often times single out a learner or group of children for misbehavior as shown in the mean of 3.99. The overall mean of 4.43 interpreted as "Always" indicates that there are instances that teachers are emotionally bringing out their observations verbally. However, the they always show concern to the pupils in the classroom.

Table 3. Extent of Teachers' Teaching Styles

	Teaching Styles	Mean	Verbal Description
1	Teachers consider that facts, concepts, principles are the most important things that pupils should acquire.	4.56	Always
2	Teachers develop the ability of learners to think and work independently.	4.56	Always
3	Teachers set high standard for learners in the class.	4.02	Often
4	Teachers give negative feedbacks when learners' performance is unsatisfactory	3.63	Often
5	Teachers typically show learners how and what to do in order to master the lesson.	4.20	Always
6	Teachers keep calm instead of being hot-tempered.	4.30	Always
7	Teachers try to draw out answers from pupils rather than giving them the answers directly.	4.46	Always
8	Teachers demonstrate the lesson in a way that keeps the learners involved.	4.42	Always
9	Teachers group the learners with different abilities so that so good learners can help others.	4.27	Always
10	Teachers use any forms of visual aids.	4.35	Always
Overall Mean		4.43	Always

Legend:

4.20 – 5.00 – Always; 3.40 – 4.19 – Often; 2.60 – 3.39 – Sometimes;
1.80 – 2.59 – Seldom; 1.00 – 1.79 – Never

Table 3 shows the extent of teachers' teaching styles which were interpreted as "Always" as indicated by the overall mean of 4.43. This finding is supported by 8 out of 10 indicators that all received a rating of "Always" and only 2 indicators acquired a rating of "Often".

Specifically, teachers constantly keep calm instead of being hot-tempered as indicated by the mean of 4.30 described as "Always". This analysis tells that teachers are frequently in calm mode even though the learners are already very unruly. The mean of 4.27 described as "Always" indicates that teachers always group the learners with different abilities so that they could help the slow ones. The next analysis was pertaining to the fact that teachers consider facts, concepts, and principles as the most important things learners should acquire as indicated by the mean of 4.56 interpreted as "Always", followed by the provision that teachers regularly develop the ability of learners to think and work independently as indicated by the mean of 4.56 described as "Always". Likewise, teachers constantly set high standard for learners in the class as manifested by 4.02 with a description of "Always". Teachers typically show learners how and what to do in order to master the lesson as shown by the mean of 4.20 interpreted as "Always" too. They frequently try to draw out answers from learners rather than giving them the answers directly as indicated by the mean of 4.46 interpreted as "Always". Also, teachers always demonstrate the lesson in a way that keeps the pupils involved as manifested by 4.42. They group the learners based from their different abilities so that good learners can help others as revealed by the mean of 4.27 described as "Always". They frequently use any forms of visual aids and shown by 4.35 described as "Always".

The lowest rated teaching style, 3.63 rated as "Often" indicates that teachers give negative feedback when learners' performance is unsatisfactory. Meaning, the teachers are trying themselves to encourage their learners to strive in their study so that learners can get passing grades in the next assessment.

Table 4. Extent of District Achievement Test (DAT) Scores of Learners

	Subjects	MPS (%)	Verbal Description
1	English	67.40	Fair
2	Mathematics	65.88	Fair
3	Science	65.55	Fair
4	Filipino	72.98	Satisfactory
5	Makabayan	71.85	Satisfactory
	Overall MPS	68.73	Fair

Legend:

90 – 100 – Outstanding; 80 – 89 – Very Satisfactory; 70 – 79 – Satisfactory;
Fair; 60 – 69 – Fair; 50 – 59 – Poor; Below 50 – Very Poor

Table 4 shows the District Achievement Test (DAT) scores of the learners in five subject areas. The analysis shows that Filipino has the highest mean percentage score (MPS) of 72.98% which is described as "Satisfactory" and it is followed by Makabayan with MPS of 71.85% described as "Satisfactory" also. On the other hand, the three subjects, English with MPS of 67.40%, Mathematics with MPS of 65.88% and Science with MPS of 65.55% are all interpreted as "Fair."

The overall MPS of 68.73% which is interpreted as "Fair" means that the District Achievement Test (DAT) scores are in average mastery. This implies that learners' academic achievement on the five subject areas meet the minimum requirements as expected by the Department of Education (DepEd).

Table 5. Relationship of Study Habits, Classroom Management and Teaching Styles on District Achievement Test (DAT) Scores of Learners

Independent Variables			Dependent Variable				
			English	Mathematics	Science	Filipino	Makabayan
1	Study Habits	r	.265	.284	.244	.962*	.274
		p-value	.0621	.0721	.089	.000	0.062
2	Classroom Management	r	.092	.086	.088	.049	.090
		p-value	.632	.735	.891	.892	0.621
3	Teaching Styles	r	.183	.236	.287	.178	.166
		p-value	.871	.698	.683	.892	.892

Table 5 shows the relationship of study habits, classroom management and teaching styles on District Achievement Test (DAT) scores in English, Mathematics, Science and Makabayan. As indicated, out of 5 subjects being correlated on the independent variables, only Filipino has been identified with significant relationship on study habits as shown by the result of correlation coefficient of .962 with a p-value of 0.000 which is less than 0.05 (level of significance). On the other hand, the classroom management and teaching styles of the teachers are found no significant relationship on the DAT scores of learners since all p-values are greater than 0.05 (level of significance). This means that study habits have a significant effect on the DAT scores of learners in Filipino subject only. Study habits, classroom management and teaching styles have no direct effect on the DAT scores of learners.

CONCLUSION

The District Achievement Test (DAT) scores of the learners specifically in Filipino subject has a significant relationship on their study habits. It was found out that DAT scores have no relationship on classroom management and teaching styles. Thus, the high level of study habits of the learners tends to increase their DAT scores in Filipino subject only.

Recommendations

On the basis of the conclusion of this study, the following recommendations are formulated:

1. Learners should really practice study habits when studying their lessons.
2. Teachers should check into consideration the importance of English as a medium instruction for the three core subjects.
3. Teachers should still improve their classroom management and teaching styles.
4. Parents should also check the study habits of their children for the development of their academic performance.
5. In-depth analysis of the teachers on DAT results of the learners in all subjects should be conducted.
6. The efficiency and effectiveness of teachers handling Grade elementary learners should be sustained.
7. In-depth analysis of the teachers on their classroom management and teaching styles should be conducted.
8. The use of English, Filipino and “Lingua Pranka” as medium of instruction in teaching the subjects should be intensified.



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