



FACTORS AFFECTING POOR RESULTS IN PAPER AND PENCIL TEST AMONG GRADE 7 STUDENTS IN T.L.E.: BASIS FOR REMEDIAL PROGRAM

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Abstract: This study investigated the factors contributing to poor results in paper and pencil tests among Grade 7 students in Technology and Livelihood Education (TLE). A descriptive-correlational research design was employed, with a sample of 155 Grade 7 students from Tuburan National High School. The results showed that teaching methods, student engagement, and curriculum alignment are significant factors affecting poor results in paper and pencil tests. Specifically, the study found that current teaching practices may not effectively cater to the learning needs of students, leading to poor test results. Additionally, student engagement was found to be relatively low, and curriculum alignment was found to be high. The study recommends the implementation of interactive teaching strategies, incorporation of technology, and provision of remedial classes to improve student performance. Furthermore, the study suggests that educators should regularly review and update the curriculum to reflect changes in technology and industry standards. The findings of this study have implications for educators, policymakers, and curriculum developers seeking to improve student outcomes in TLE.

Keywords: Curriculum, Teaching Method, Student Engagement

I. INTRODUCTION

Education is a fundamental right that lays the foundation for a child's future (UNESCO, 2015). In the Philippines, the implementation of the K-12 curriculum aims to provide a holistic education that prepares students for higher education, employment, and entrepreneurship (DepEd, 2013). As part of this curriculum, Technology and Livelihood Education (TLE) plays a crucial role in equipping students with practical skills and knowledge (DepEd, 2013).

Despite the efforts to enhance the quality of education, there are still challenges that need to be addressed. One such challenge is the poor results of paper and pencil tests among Grade 7 students in TLE. Several factors contribute to this issue, including student-related factors, teacher-related factors, and curriculum-related factors.

Student-related factors may include lack of motivation, low self-esteem, and ineffective study habits (Ryan & Deci, 2000; Pajares, 2002). These factors can affect students' ability to perform well in tests. Teacher-related factors, such as teaching methods and classroom management, can also influence students' performance (Ertmer & Newby, 2013). Additionally, curriculum-related factors, such as the relevance of the curriculum to students' needs and interests, can impact their motivation and engagement in learning (Mayer, 2014).

To address these challenges, there is a need for an enhancement and development program that focuses on improving the factors affecting poor results in paper and pencil tests among Grade 7 students in TLE. This program should include strategies to enhance students' motivation, improve teaching methods, and make the curriculum more relevant and engaging.

By addressing these factors, it is hoped that students' performance in paper and pencil tests in TLE will improve, leading to better learning outcomes and a more effective education system.

II. STATEMENT OF THE PROBLEM

1. What are the extent of perceived factors affecting poor result in paper and pencil test among grade 7 students in T.L.E. in terms of teaching methods, student engagement, and curriculum content.

2. Is there a significant relationship among factors affecting poor result of paper and pencil test among grade 7 students in students in terms of teaching methods, student engagement and curriculum content.

III. METHODOLOGY

This chapter consists of seven parts: (1) Research Design, (2) Locale of the study, (3) Sample Size and Sampling Procedures, (4) Participants of the study, (5) Research Instrument, (6) Data Gathering Procedures.

Part One, Research Design, this section identifies the specific research design employed in the study, the justification for its appropriateness in the study, and the explanation of how it is carried out. The research design encompasses the methods of data collection and analysis.

Part Two, Locale of the Study, this identifies the place and time for the conduct of the study.

Part Three, Sample Size and Sampling Procedures, this section identifies the number of samples and discusses what sampling technique is to be used.

Part Four, Participants of the Study. This section identifies the primary source of data and the relevant socio-demographic information about them.

Part Five, Research Instrument, this discusses the materials and tools used to gather data: test, rating scale, checklist, interview schedule, etc. and how they are developed and to be utilized.

Part Six, Data Gathering Procedures, this section presents the research protocols made by the researcher to gather relevant information.

IV. RESEARCH DESIGN

This Research will be Descriptive-Correlational, providing reliable information with correlations to the respondent's profile with the help of a standardized questionnaire adapted from the research of Dacles et, al., (2020). This research design aims to gather data about the Factors affecting poor result of paper and pencil test among Grade 7 students in T.L.E. The analysis of data is done using the Statistical Package to the Social Science (SPSS).

Locale of the Study

This research is conducted in Tuburan National High School located in Tuburan, Maayon, Capiz on the month of April 2024.

Sample Size and Sampling Procedures

The respondents of this study will be the 155 Grade 7 students in Tuburan National High School. They represent the 100% of the total population.

Probability sampling will be employed in the study. The Total Population Sampling technique will be used wherein the entire population with a particular set of characteristics is to be examined.

Participants of the study

The respondents of the study are the Grade 7 students of Tuburan National High School, typically aged from 12-13 years old.

Presentation, Analysis, and Interpretation of Data

The table 1 shows the ranking of the means in each category from the least to greatest, with Teaching Methods as the first one with a mean of 1.75, this means that the respondents strongly agree that the said issue is a factor that affects the poor results in paper and pencil tests in grade 7 students in T.L.E. While Student Engagements is second with the mean of 2.56, with a verbal interpretation of agree and the last category is Curriculum Content with a mean of 4.10, and a verbal interpretation of disagree.

Table1. Ranking the Means of the Categories

Category	Mean	Verbal Interpretation
Teaching Methods	1.75	Strongly agree
Student Engagement	2.56	Agree
Curriculum Content	4.10	Disagree

Table 2 shows the correlation between Teaching Methods and Student Engagement. It is seen that Teaching Method does have a significant relationship with Student Engagement. The correlational coefficient for both of the categories is .796 with a significant value of .000 for 155 participants.

Table 2
Relationship Between Teaching Methods and Student Engagement

		Teaching Methods	Student Engagement
Teaching Methods	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	155	155
Student Engagement	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlation between Student Engagement and Curriculum Content. It shows that there is a weak significant relationship between the said categories. The correlational coefficient for both of the categories is -.200 with a significance of .013 for 155 participants.

Table 3
Relationship Between Student Engagement and Curriculum Content

		Student Engagement	Curriculum Content
Student Engagement	Pearson Correlation	1	-.200*
	Sig. (2-tailed)		.013
	N	155	155
Curriculum Content	Pearson Correlation	-.200*	1
	Sig. (2-tailed)	.013	
	N	155	155

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the correlation between Curriculum Content and Teaching Methods. It can be seen that there is significant relationship between the two categories with a correlation coefficient of -.186 and a significant value of .020.

Table 4
Relationship Between Curriculum Content and Teaching Methods

		Curriculum Content	Teaching Methods
Curriculum Content	Pearson Correlation	1	-.186*
	Sig. (2-tailed)		.020
	N	155	155
Teaching Methods	Pearson Correlation	-.186*	1
	Sig. (2-tailed)	.020	
	N	155	155

*. Correlation is significant at the 0.05 level (2-tailed).

Based on these findings the null hypotheses were rejected, and the alternative hypothesis There is a significant relationship between teaching methods and student engagement.

There is a significant relationship between student engagement and curriculum content.

There is a significant relationship between curriculum content and teaching methods.

V. CONCLUSION AND RECOMMENDATION

Chapter 5 consist of two parts: (1) Conclusions; (2) Recommendations.

Part One, Conclusions, presents the generalizations obtained from the results and findings of the study.

Part Two, Recommendations, presents different suggestions on the applications of the findings of the study. It presents possible areas for future research that maybe undertaken by interested researchers.

Conclusion

In view of the finding of the study, the following conclusions were formed:

1. The study has revealed a significant association between teaching methods and the poor performance of Grade 7 students in TLE paper-and-pencil tests. The findings suggest that current teaching practices may not effectively cater to the learning needs of students in this subject. There is a clear indication that teaching methods play a crucial role in influencing students' test results, highlighting the need for educational institutions to reassess and improve their instructional strategies. Moving forward, it is imperative to implement more engaging and student-focused teaching approaches that can enhance students' understanding and mastery of TLE concepts. This study underscores the importance of continuous improvement in teaching methods to ensure better academic outcomes for students.
2. A student engagement rating of 2.25 indicates a relatively low level of engagement among Grade 7 students in the study. This suggests that students may not be actively participating or showing much interest in their learning process.
3. Based on this result, it can be concluded that there may be issues with the current teaching methods and strategies used in the TLE classroom that are impacting student engagement. This could be due to a variety of factors such as the teaching approach, classroom environment, or the relevance of the material to students' interests and experiences.
4. A curriculum content rating of 4.55 indicates a very high level of content between the TLE curriculum and the learning objectives, goals, and standards set for Grade 7 students. This suggests that the TLE curriculum is well-designed to meet the specific needs and requirements of the students in terms of developing their skills and knowledge in technology and livelihood education.
5. Based on this result, it can be concluded that the TLE curriculum is effective in providing students with the necessary knowledge and skills to succeed in their future careers. The high level of content indicates that the curriculum is comprehensive and relevant, ensuring that students are adequately prepared for further education or the workforce.

Recommendations

Based on the aforementioned findings and conclusions, the following recommendations are hereby forwarded.

1. **Implement Interactive Teaching Strategies:** Use teaching methods that actively engage students in the learning process, such as group discussions, hands-on activities, and interactive multimedia presentations. These methods can help increase students' interest and understanding of TLE concepts.
2. **Incorporate Technology:** Integrate technology into the teaching process to make lessons more interactive and engaging. For example, use educational apps, online resources, and multimedia presentations to supplement traditional teaching methods.
3. **Offer Remedial Classes:** Provide remedial classes for students who are struggling with TLE concepts. These classes can offer additional support and help students improve their understanding of the subject matter.
4. **Professional Development for Teachers:** Provide on-going professional development opportunities for teachers to enhance their teaching skills and stay updated with the latest teaching methods and technologies.
5. **Encourage Student-Centered Learning:** Promote student-centered learning approaches where students take more responsibility for their learning. This can include project-based learning, problem-solving activities, and self-directed learning tasks.
6. To improve student engagement, it may be necessary to reassess and adjust the teaching methods and strategies used in the TLE classroom. This could involve incorporating more interactive and hands-on activities, providing real-world examples and applications of TLE concepts, or creating a more collaborative and engaging learning environment.
7. Furthermore, it may be beneficial to seek feedback from students to understand their perspectives and preferences regarding their learning experiences. By addressing these issues and making appropriate



adjustments, it is possible to increase student engagement and create a more positive and effective learning environment in the TLE classroom.

8. To maintain this high level of alignment, it is important for educators to regularly review and update the curriculum to reflect changes in technology and industry standards. This will ensure that students continue to receive a relevant and up-to-date education that prepares them for the challenges of the future.
9. Future researchers stay updated on the latest development on assessment processes.

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