



De La Salle University – Dasmariñas

The Cavite National Science High School Curriculum Change :

Its Relation to Students' Performance in School,

SY 1985 – 2000

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VICTORIA R. PAMIENTA

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ABSTRACT

Name of Institution : De La Salle University – Dasmariñas

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Title : The Cavite National Science High School

Curriculum Change : Its Relation to
Students' Performance in School, SY 1985–2000

Author : Victoria R. Pamienta

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Objectives of the study

General:

1. To investigate the relation of curriculum change on the performance of CNSHS students in school.

Specific :

a. To find out the legal basis of the establishment of the Cavite National Science High School;

b. To state the philosophy, vision, mission of the Cavite National Science High School;

c. To enumerate the changes that the CNSHS curriculum had undergone for the past nineteen (19) years;



d. To find out the general profile of the CNSHS students in terms of performances in NCEE / NSAT, curricular achievement, extracurricular activity participation, and DECS regional / division achievement tests;

e. To determine the profile by curriculum of the CNSHS students in terms of performances in NCEE / NSAT, curricular achievement, extra curricular activity participation, and DECS regional / division achievement tests ; and

f. To determine the differences in the performance of students in the NCEE / NSAT, curricular achievement, extracurricular activity participation and DECS regional / division achievement tests when respondents were grouped according to curriculum implemented.

This study involved 1121 fourth year students of Cavite National Science High School SY 1985–2000. They were the subjects used to determine the relation of curriculum change on students' performance in school.

The descriptive – documentary analysis type of research was used in this study. Data were analyzed through coding, percentage, weighted mean, mean, F-test or One-Way ANOVA and t-test.

Findings of this study reveal that the Cavite National Science High School was legally established by virtue of Provincial Board Resolution Number 160 and by the Ministry of Education Culture and Sports (MECS) Permit to Operate No. 001, s. 1982. It was also shown that the school, through its philosophy, vision and mission had the commitment of developing the intellectual capabilities of the youth



to produce globally competitive science and technology professionals nurtured with social, spiritual and moral values.

Other findings reveal that the CNSHS had undergone changes in its curriculum. At the start of its operation, the school implemented the Region IV Special Science Curriculum. It was in effect from school year 1981–1982 up to school year 1992 - 1993. The second curriculum implemented was the Special Science Curriculum for the Science and Technology Oriented High School. It started in school year 1993–1994 until the batch graduated in school year 1996 – 1997. For the third curriculum, CNSHS implemented the Regional Science High School Curriculum starting school year 1994–1995 and is in effect up to the present.

Regarding students' performance in school, findings reveal that generally, the CNSHS students, within the duration of implementation of all the curricula are performing very well in the NCEE / NSAT. It had obtained a highest score of 99+ and a lowest score of 71. Having a mean of 93.970, it has consistently ranked number 1 in Region IV for the last 12 years and was ranked as one of the top 50 performing high schools in the country, private and public schools considered.

Their performance in curricular achievement, as revealed by the highest score obtained which is 96.30 and 77.75 as the lowest score, having a mean of 87.5945 is also considered high. It is above the special science school retention grade of 85.



They are also doing very well in extra curricular activity . With a highest participation of 28 activities and lowest participation of 8 activities, the obtained mean of 11.442 is considered high.

The CNSHS students performed low in DECS regional/division achievement test. The highest score obtained is 80 and the lowest is 38. The obtained mean of 56.0774 is below the expected level of achievement. However, the students' performances in other schools in the region were also low.

Other findings regarding students' performance in school when respondents were grouped according to curriculum implemented reveal that the CNSHS students had the highest performances in the NCEE/NSAT and the DECS regional / division achievement tests during the implementation of curriculum 1. The obtained mean of 95.3286 with a standard deviation of 4.9543 was highest compared with the NCEE/NSAT performances during the implementation of curricula 2 and 3. Likewise, the obtained mean of 69.92 with a standard deviation of 5.2855 in the DECS regional/division achievement test was highest compared with the performances in the same test during the implementation of curricula 2 and 3.

However, it was during the implementation of curriculum 2 that the students got the highest performance in their curricular achievements and extra curricular activity participation. The obtained mean of 91.4085 with a standard deviation of 2.9537 was highest compared with the students' performances in curricular achievement during the implementation of curricula 1 and 3. Likewise, the



performance in extracurricular activity participation with a mean of 11.8065 and a standard deviation of 2.0150 is highest compared with the students' performance in the same area during the implementation of curricula 1 and 3.

To sum up, the study shows that the CNSHS students' performances in the NCEE / NSAT, curricular achievement, and DECS regional / division achievement tests are all related to curriculum change, while the participation in extra curricular activities is not.

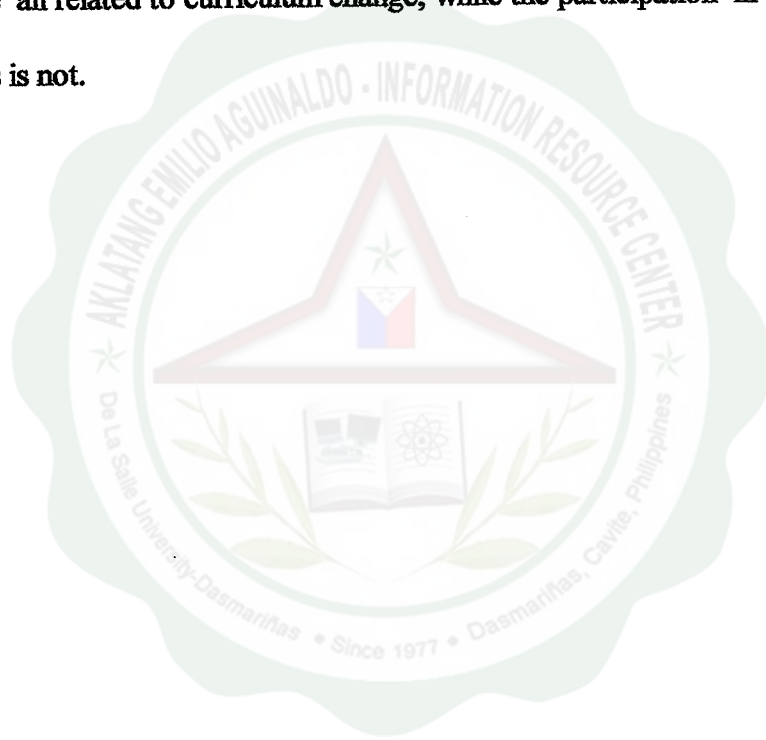




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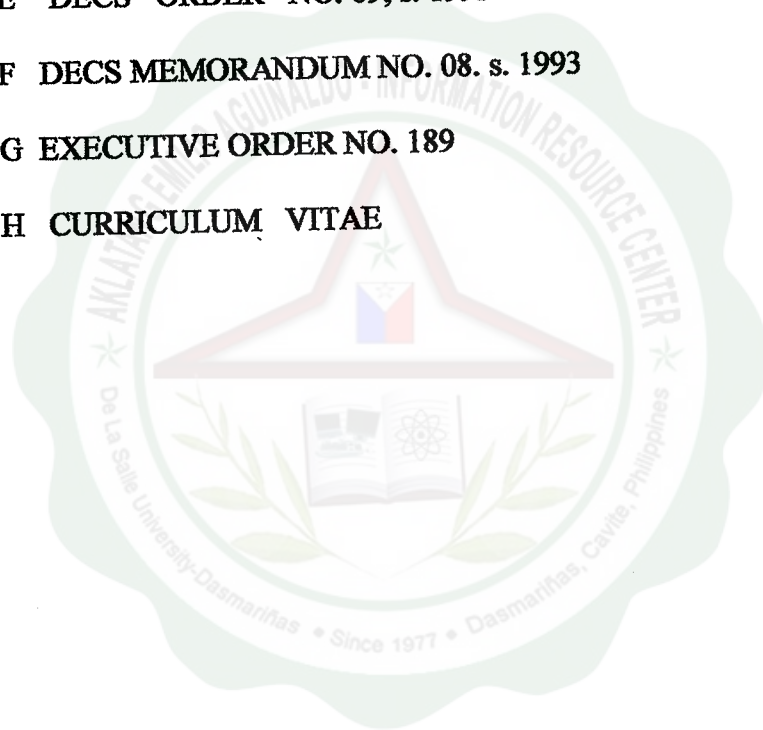


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