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HOMOGENEOUS AND HETEROGENEOUS GROUPINGS:

**THE RELATIVE EFFECT OF HOLASTIC
ACHIEVEMENT IN GRADE SIX ENGLISH**

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ABSTRACT

In conformity with the atmosphere of change particularly in the field of education, that pervades the country nowadays, the defunct Bureau of Public Schools in Memorandum No. 21, s. 1970 "enjoined the field to look into existing practices in the public schools system," one of which is this practice of grouping pupils and/or students.

Basically, both the elementary and secondary schools face the problem of organizing pupils and students into class group for instruction in order to meet the varying aptitudes and abilities of the pupils. It is a way of improving instruction by providing a scheme for individual differences. It is essentially a phase of classroom management. It is a means to an end and not an end in itself. In effect, still a search for a better way of grouping should be undertaken to make teaching and learning more satisfactory and effective.

Pursuant, therefore, to the above-named memorandum, practitioners in education, like elementary and secondary schools have more opportunities to improve their professional skills in an atmosphere of free inquiry and experimentation.

This is as it should be in order that practitioners



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in education, can try out new educational techniques and materials, patterns and approaches brought about by science and technology, before they are adopted and/or adapted to local situations.

The Problems and Methodology

The main objective of this study was to find out the relative effect of two grouping schemes: the homogeneous and the heterogeneous, to scholastic achievement in English in Grade Six.

Two groups of pupils, comparable as to sex, grade level, mental ability, reading ability, socio-economic status comprised the subjects. At the start of the experiment these two groups of pupils were given a pre-test in grade six English. The teacher-made test has a coefficient of reliability of .76.

For about eight months, the two groups: the homogeneous and heterogeneous were taught by one teacher, using the same subject matter and instructional materials, the same time allotment, under the same session and methods and techniques in grade six English subject.

The two groups given the post test, after eight months of being taught. The evaluation test was identical with the pre-test given at the start of the study. The pre-



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and post tests were analyzed for each group and between groups. The t test of significance was used in determining the significance of the difference between the means of the pre- and post tests each group. The null hypothesis held for the comparison was that academic achievement was independent of the grouping scheme used in the classroom and that, therefore, the mean gain in academic achievement in grade six English for both groups in the same regardless of the grouping applied at the start of the experiment. Acceptance of the null hypothesis meant that the difference between the pre- and post tests mean scores in each group could be attributed to chance and therefore the grouping schemes were assumed to be as effective as the other. On the other hand, rejection of the null hypothesis was taken to mean that the difference in the mean gains could be attributed to the grouping schemes used.

Findings

The following are the findings borne out by statistical analysis of data:

Specific Question No. 1. What are the post test mean achievement scores in English of grade six pupils grouped a) homogeneously, and b) heterogeneously?

The post test mean achievement scores are: 71-75



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for the pupils grouped homogeneously, and 58.93 for the pupils grouped heterogeneously.

Specific Question No. 2. Is there a significant difference between the pre- and post tests mean achievement scores of the aforesaid groups?

Analysis of the pre- and post tests mean achievement scores indicates that the difference of the two mean scores is not significant at the .05 percent level of significance. This is supported by the statistical proof of .56 critical ratio, which is below the required value of 2.02, with 40 as the degree of freedom.

Specific Question No. 3. For the homogeneous group, the t-test of significance of the difference between the pre-test (68.04) and post test (71.25) showed that with a mean difference of 3.71, the critical ratio is only 1.7. The difference therefore, is not significant for it failed to reach the required value of 2.02.

For both groups, it could be inferred that the grouping scheme did not have any effect on the achievement level of the grade six children in Communication Arts (English).

Specific Question No. 4. Is there a significant difference of the post test mean achievement scores in Communication Arts (English) between the grade six pupils grouped homogeneously and heterogeneously?



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variable. On the basis of the t-test of significance analysis,

there is a significant difference in their mean achievement

Recommendations

scores in English with 80, as the degree of freedom and the

critical ratio is 4.66 which is beyond the required value

of 2.64. the following recommendations are offered:

1. A similar experiment that will take into account other interesting variables such as methods of instruction, safe to infer that pupils of the same ability grouped for teacher's competence, teaching goals and objectives be instructional purposes performed better than pupils of mix ability grouped as a class.

2. Flexible grouping within the classroom must be used by the teacher to achieve a psychologically desirable significant difference between the pre- and post tests mean balance between the personal growth needs of the pupils and achievement scores in English of both groups is accepted. the need to organize and systematically present meaningful

Conclusions in the English lessons.

The following conclusions were drawn from the findings of the present study.

1. The grouping schemes (homogeneous and heterogeneous) treated as independent variable appeared to have no effect on the dependent variable, the scholastic achievement level of the pupils.

2. Achievement must be regarded as a direct outcome of the grouping arrangements but only as a result of the actual teaching process of the teacher, and her competence, method of instruction, and other intervening