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AN EVALUATION OF THE NEW ELEMENTARY SCHOOL CURRICULUM (NESC) AS IMPLEMENTED AT CANOSSA COLLEGE
SAN PABLO CITY - 1985-1986

A Thesis
Presented to
The Faculty of the Graduate School
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Educational Management

by
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May 1988
DE LA SALLE UNIVERSITY

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AN ABSTRACT

This study aimed to evaluate the New Elementary School Curriculum as implemented at Canossa College during its tryout phase in the school year 1985-86. It evaluated the degree of congruence between the intended and the observed implementation of the NESC at the respondent school. It also determined the difference between the performance of the NESC pupils of Canossa (NESCC) and those of the Central Mindanao College Elementary Department (CMC), a comparable private tryout school in Cotabato, and of the NESCC pupils and the average examinee of the thirteen tryout schools in the national level. The findings of this study were hoped to facilitate decisions on the part of the administration regarding the future implementation of the NESC at the respondent school.

This study included all the thirty-nine grade four pupils who had been subjected to the NESC at Canossa College, San Pablo City since grade one. The other group of pupil respondents of this study were the thirty-four pupils who composed the tryout class of Central Mindanao
College, Elementary Department. The four teachers who handled the NESC class at Canossa College for the first four years were also included.

Stake’s Congruence-Contingency Model for Educational Evaluation with some modifications provided the theoretical basis for this evaluation study. The intended antecedents, transactions, and outcomes of the NESC with the observed antecedents, transactions, and outcomes of the NESC as actually implemented at Canossa College were compared based on the model. The NESCC achievement test scores were compared with the test scores of CMC and of the average examinee in the national level.

The NESCC achievement test scores of the pupils of Canossa College and Central Mindanao College were provided by the BEE-DECS. These tests were administered to the pupils at the end of the school year by BEE researchers. The scores were subjected to statistical analysis at the Statistical Education Center located at De La Salle University.

To determine any significant difference in the mean achievement test scores of the Canossa College tryout class and the tryout class of CMC for each of the subjects, Sibika at Kultura/HEKASI, English, Mathematics, Pilipino, and Science and Health, one way analysis of variance test was used.
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The study revealed that there was no complete congruence between the intended and the actual implementation of the NESC at Canossa College; that the NESC as implemented at Canossa College could be considered effective based on the Canossa College pupils' mean achievement test scores which were generally higher than those of the national level and of CMC and that the modifications done by Canossa College could be continued in its future implementation of the NESC in accordance with the needs and thrust of the school. The Canossa College NESC pupils however, were weak in HEKASI, Science and Mathematics when evaluated on the basis of their performance in the other subject areas.

The results of the study suggested that Canossa College should continue offering in-service training to the teachers in the implementation of the NESC with special focus on the teaching of HEKASI and Science; that remedial classes in HEKASI and Science be offered to the pupils during summer; the difficult Filipino words in HEKASI be integrated in the teaching of Filipino, and that modifications made by Canossa College in the implementation of the NESC be continued. These modifications were: using supplementary books and other teaching and learning materials, offering some additional subjects and other activities like Religion, Homeroom, and Student Activity Program, and the
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use of the SRA kit.

An evaluation of the NESC as implemented in the other pilot schools, an investigation of the causes for the observed low mastery levels of the pilot schools in all the academic areas covered by the BEE tests, and the development of instructional materials in HEKASI using words that are within the comprehension and reading ability level of the elementary school pupils were recommended based on the findings of the study.