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ASSESSMENT OF SCIENCE LEARNING AND ACADEMIC PERFORMANCE AMONG GRADE 8 LEARNERS IN TALAKAG, BUKIDNON

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ABSTRACT

Science subject is one of the core subjects offered by the Department of Education. Learning Science subject needs the teacher's reinforcement for the deepening of the concepts, explaining theories, and giving practical experiments, which allows the learners to learn independently and discover facts and inquiry skills. This study was conducted to assess the level of Science learning and academic performance of the Grade 8 learners. The researcher used the Descriptive Survey method. The respondents were the one hundred forty-five (145) Grade 8 learners in the schools where the study was conducted. The instrument used was a questionnaire on assessment adapted from Self-Learning Modules provided by the Department of Education. The analysis and interpretation of the gathered data were carried out using descriptive statistics such as frequency, percentage, mean, and standard deviation to describe the variables in the study. Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between therespondents' characteristics and assessment of Science learning and academic performance.

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The finding showed that the respondents' overall level on assessment of Science learning is beginning. However, their overall level of academic performance is approaching proficiency. There is no significant relationship between learners' assessment of Science learning and academic performance and their characteristics except for parents' highest educational attainment. It is recommended that parents should continue to encourage the learner to engage more in learning the science subject and show consistency in supporting the learners and that teachers should use various teaching strategies for in-depth engagement in learning.

Keywords: *Science Learning, Academic Performance, in-depth engagement*

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INTRODUCTION

Science subject is one of the core subjects offered by the Department of Education. Learning Science subject needs reinforcement from the teacher to deepen the concepts, explain theories, and give practical experiments, which allows the learners to learn independently and discover facts and inquiry skills. However, the impact of having no face-to-face classes on the learning of the students greatly affects the comprehension and the capacity to recall basic concepts in the Science subject, the reasons of not having been able to formally attend classes and listen to the discussion of the teacher. Learning from school is different from learning at home, where parents are busy with their occupations, and the students have plenty of time to use gadgets and browse the net.

In places like Indulang and Tikalaan, Bukidnon, browsing the net is difficult since the internet connection in the area is very poor. And that not all learners have the privilege of having cellular or mobile phones. In addition, the Science textbooks at school are very limited. To evaluate the progress of the learners, there is a need to use an assessment tool. So, in this study, the main problem that is being focused on is to determine if there is a significant relationship between the level of assessment on Science learning and the learners' academic performance and each of their characteristics.

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METHODS

This study employed the descriptive correlational survey method, particularly the survey questionnaire design, to identify the respondent's characteristics. The descriptive-survey method is appropriate for this study because the study investigated the interaction between the independent and dependent variables, which can be used to determine a cause-and-effect relationship. A research design according to McCombes (2021), a research design is a strategy for answering the research question using empirical data. The descriptive-survey method was used in the study to describe the population and the situation of the study and to investigate the variables presented to identify if there is a significant difference between the dependent and independent variables.

The respondents of the study werethe one hundred forty-five (145) Grade 8 students from Indulang Integrated School and Tikalaan National High School of Talakag District II, Bukidnon. In this study, Slovin's Formula was employed with a total population of 1,607 Grade 8 learners and a margin of error of 8%. Thus, a sample size was obtained. Indeed, a stratified sampling procedure wasalso utilized to obtain the percentage andappropriate number of respondents in every school. This was done by dividing the sample size by its population. The distribution of respondents by school is shown in Table A.

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Table A

Distribution of Respondents

District/School	Population	Respondents
Indulang Integrated School	457	41
Tikalaan National High School	1,150	104
Total	**1,607**	**145**

Findings

The following are the significant findings as revealed in the study after all data had been treated by appropriate statistical tools:

1. Most of the respondents are females and with Higaonon tribe. The fathers' occupation was farming while the mothers were housewives; the fathers' highest educational attainment is high school, while most of their mothers' highest educational attainment is elementary graduate. In terms of parental support, overall, the respondents received moderate support towards learning the Science subject. As for the respondents' attitude towards Science overall, the respondents have a positive attitude towards Science subject. As for the respondents' availability of textbooks at home, most of the available textbooks at home were not included on the list, which leads to the option of others to get the highest frequency. Some of the enumerated books for other options are The Planets, Big Bang, and Alien Solar Systems.

2. The assessment of Science learning among Grade 8 learners is at the Beginning level.

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3. The learners'academic performance in Science in the 1st and 2nd Quarter is Satisfactory.

4. There is no significant relationship between the learners' assessment of science learning and their characteristics except on parents' highest educational attainment. Further, no significant relationship exists between learners' academic performance in Science and their characteristics except for parents' highest educational attainment.

CONCLUSIONS

The findings of the study proved that the highest mean of assessment of Science Learning is beginning. This means that the learners are still in the beginning stage, where they need to cope with the lessons being tackled in the classroom. While on the academic performance of the Grade 8 learners during the 1st and 2nd Quarter is satisfactory which means that there are learners who perform well in their Science subject.