



INNOVATIVE NAT REVIEWER IN ARLING PANLIPUNAN 6: BEATING AND OVERCOMING THE ODDS

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Nasugbu West Central School

ABSTRACT

This study aimed to develop and utilize an Innovative NAT reviewer in Araling Panlipunan 6. It sought to determine the perception of teachers of Araling Panlipuna of the National Achievement Test. The teachers' perception of the root causes of failing in Araling Panlipunan was also focused on and the ways that these root causes be addressed. Twenty-one (21) respondents of this study who were chosen using the purposive sampling technique which was the appropriate method for them. These teachers provided the scenario from which this study was based since they all teach Araling Panlipunan 6. The method used was the descriptive method with the questionnaire as the instrument. It was revealed that judging from the high mean obtained by these indicators highlight the importance and effectiveness of the achievement test as well as the weaknesses of either the teaching or the learners themselves. The quality of the teachers are paramount to the success of this achievement test. The Araling Panlipunan teachers of Nasugbu West Sub-office had perceived the root causes of failing. The teachers of Araling Panlipunan 6 knew and were fully aware of the ways to counter the failing performance of Grade Six pupils in Araling Panlipunan. It was recommended that the Proposed NAT reviewer may be used to review for NAT in Araling

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Panlipunan. Likewise, teachers and parents may work together to achieve the aims of this study. Lastly, the sub-office may formulate plans in addressing the failing performance.

Keywords: *NAT, failing, perception, root causes*

CONTEXT AND RATIONALE

Education is a basic human right and a global public good (Unesco, n.d.). High quality education is an enormously the global and national educational systems main objective. Quality education is noticeably stated in the Global Goals or commonly known as Sustainable Development Goals (SDGs).

As part of the evaluation to the effectiveness of the curriculum and to assess and monitor the quality of basic education in the Philippines, the National Achievement Test or NAT assessment has been administered by the Department of Education for public schools particularly for Grade 6, 10 and 12 students nationwide. The results of the National Achievement Test are utilized by DepEd to check and determine the students' achievement level, strengths and weaknesses in five key curricular subject areas specifically Math, Science, English, Araling Panlipunan and Filipino (Philippines: The National Achievement Test, n.d.). Once the result has been gathered, DepEd takes actions to provide the necessary steps in developing the curriculum that will provide quality education to all Filipino learners (Behiga, 2022).

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The National Achievement Test (NAT) is a standardized set of examinations taken in the Philippines by students in Grades 3,6,10 to 12. The test is designed to determine their academic levels, strengths and weaknesses, as well as their knowledge learnt in major subjects throughout the year (National Achievement Test, 2020).

NAT examinations aim to provide observational information on the achievement level of students to serve as guide for principals and teachers in their respective courses of action. It also identifies and analyzes variations on achievement levels across the years by region, division, school and other variables. It determines the rate of improvement in basic education with respect to individual schools within certain time frames (Teacher Ph, 2020).

Even in 2017, there had been studies that analyzed the factors affecting the NAT performance of schools in Araling Panlipunan of Grade 10 students and Araling Panlipunan teachers. Study habits, interest in the subject and teaching skills are said to have a direct relationship to the NAT performance of schools in Araling Panlipunan. It means that the more a value of independent variables increase, the more it is likely to cause favorable results. Meanwhile, other related factors do not affect the NAT performance of schools in Araling Panlipunan. Based on the summary of the findings, the participants' schools did not perform well in the 2012-2015 National Achievement Test (NAT). Most of them are placed in the bottom half of the rankings and did not meet the passing rate of 75% (Sangalang and Badillo, 2017).

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The recently concluded NAT results in Araling Panlipunan may have mimicked that result. It was a sad thing that there had been factors in these outcomes and the researcher embarked on finding them.

INNOVATION/INTERVENTION/STRATEGY

This research comes out with an Innovative NAT reviewer in Araling Panlipunan 6, an attempt to revisit the root causes of the failure of Nasugbu West Sub-office in the recent NAT in the Araling Panlipunan subject.

The material will serve as an intervention measure to support the pupils in this failure by providing a NAT reviewer that the teachers may use to review the pupils.

ACTION RESEARCH QUESTIONS

This study aimed to develop and utilize an Innovative NAT reviewer in Araling Panlipunan 6.

Specifically, it sought answers to the following questions:

1. How do the respondents perceive NAT?
2. What is your perception of the root causes of failing in Araling Panlipunan?
3. In what ways can these root causes be addressed?

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ACTION RESEARCH METHODS

a. Participants and Other Sources of Data

DepEd memoranda that previously guided the researcher utilized them as mandates for this particular study. Likewise, literatures and studies that dealt with Araling Panlipunan and the National Achievement Test (NAT) were also used as background and support.

There were twenty-one (21) respondents of this study who were chosen using the purposive sampling technique which was the appropriate method for them. These teachers provided the scenario from which this study was based since they all teach Araling Panlipunan 6. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that are needed in the sample. In other words, units are selected "on purpose" in purposive sampling.

b. Data Gathering Method

The descriptive method of research was used since a situation within a place in a specific time under study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions (McCombes, 2023).

The studies and literatures of other authors were used to formulate the questionnaire. However, the researcher also incorporated her observations as well as the responses in the informal interview conducted to teachers of Araling Panlipunan and those who had experienced the NAT 2024 administration.

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All throughout the conduct of this study, the School Research Committee helped in checking all the documents to satisfy the requirements for writing an action research.

This questionnaire was submitted to the school grammarian for validation of composition and correct usage and to peers for validation of content.

The researcher also observed several ethical considerations in this study namely the ethics of autonomy, beneficence, and confidentiality.

C. Data Analysis Plan

For certain items in the questionnaire, the likert-type scale below was used:

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

DISCUSSION OF RESULTS AND REFLECTIONS

1. Perception of Teachers of Araling Panlipunan of the National Achievement Test (NAT)

Table 1 presents the perception of teachers of Araling Panlipunan of the National Achievement Test (NAT)

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Table 1

**Perception of Teachers of Araling Panlipunan of the National Achievement
Test (NAT)**

Perception of the NAT	Weighted Mean	Interpretation	Rank
1. The NAT examination is such an important form of assessment for every schools in the Philippines because it assesses the current status of the teaching-learning process in the country.	3.75	Highly Perceived	1.5
2. It gives a glimpse of a picture on how effective is the present curriculum that the Department of Education is implementing in the basic education.	3.75	Highly Perceived	1.5
3. It shows the weaknesses of the students that the teachers must have to know in order to respond efficiently and find the possible solutions to resolve the academic issues.	3.46	Highly Perceived	3.5
4. It tells the strengths of the students wherein the teachers can exploit for them to focus on the other areas where the students are deficient.	3.46	Highly Perceived	3.5
5. It reflects the degree of capabilities and the quality of the teachers in the Philippines	2.79	Perceived	6
6. The National Achievement Test (NAT) is a Philippine-made standardized test designed to determine pupils/students' achievement level, strengths and weaknesses in five key curricular subject areas at the end of the school year	2.99	Perceived	5
Composite Mean	3.36	Highly Perceived	

Range	Description	Scale
4 -	Highly Perceived	3.01 – 4.00
3 -	Perceived	2.01 – 3.00

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2 - Moderately Perceived 1.01 – 2.00

1 - Not Perceived at all 0.01 – 1.00

It is apparent in the table that the teachers' perception of the National Achievement Test (NAT) in Araling Panlipunan obtained a grand mean of 3.36 interpreted as Highly Perceived.

The first perceptions were two which obtained a high mean of 3.75 (Strongly Agree) namely Indicator 1 "The NAT examination is such an important form of assessment for every schools in the Philippines because it assesses the current status of the teaching-learning process in the country," and Indicator 2 "It gives a glimpse of a picture on how effective is the present curriculum that the Department of Education is implementing in the basic education." These were followed by another two indicators namely Indicator 3 "It shows the weaknesses of the students that the teachers must have to know in order to respond efficiently and find the possible solutions to resolve the academic issues," and Indicator 6 "The National Achievement Test (NAT) is a Philippine-made standardized test designed to determine pupils/students' achievement level, strengths and weaknesses in five key curricular subject areas at the end of the school year," and Indicator 5 "It reflects the degree of capabilities and the quality of the teachers in the Philippines," got a mean of 2.99 and 2.79 (Perceived) respectively.

Judging from the high mean obtained by these indicators highlight the importance and effectiveness of the achievement test as well as the weaknesses of either the teaching or the

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learners themselves. The quality of the teachers are paramount to the success of this achievement test.

2. Teachers' Perception of the Root Causes of Failing in Araling Panlipunan NAT

Table 2 presents the teachers' perception of the root causes of failing in the test.

Table 2

Teachers' Perception of the Root Causes of Failing in Araling Panlipunan NAT

Perception of Root Cause of Failing	Weighted Mean	Interpretation	Rank
1. After the implementation of the K to 12 program, the academic performance of the students/pupils suddenly dropped from a proficient level to a low proficient level.	2.48	Perceived	6
2. How the new curriculum is being thought should be done in order to solve the problem in the educational performance of the Filipino learners.	2.68	Perceived	4
3. It is not the curriculum that must be fixed but the way the curriculum is being implemented	2.87	Perceived	2
4. Material used as reviewers of NAT in Araling Panlipunan 6.	2.76	Perceived	3
5. Natural calamities like smog and typhoons	2.49	Perceived	5
6. Lack of Araling Panlipunan books and reference materials for Grade Six.	2.99	Perceived	1
Composite Mean	2.71	Perceived	

Range	Description	Scale
4 -	Highly Perceived	3.01 – 4.00
3 -	Perceived	2.01 – 3.00

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3 - Moderately Perceived 1.01 – 2.00

1 - Not Perceived at all 0.01 – 1.00

It is apparent on the table that the teachers' perception of the root causes of failing in the test obtained a composite mean of 2.71 interpreted as Perceived.

First among the root causes was Lack of Araling Panlipunan books and reference materials for Grade Six, which obtained a mean of 2.99 (Perceived) followed by the way the curriculum is being implemented, with a mean of 2.87 (Perceived). Third was Material used as reviewers of NAT in Araling Panlipunan 6, with a mean 2.76 (Perceived) Fourth was how the new curriculum is being thought should be done in order to solve the problem in the educational performance of the Filipino learners, with a mean of 2.68 (Perceived). Natural calamities like smog and typhoons got a mean of 2.49 (Perceived) while the last rank was obtained by After the implementation of the K to 12 program, the academic performance of the students/pupils suddenly dropped from a proficient level to a low proficient level, with a mean of 2.48 (Perceived).

These findings showed that the teachers had been aware of the root causes of failing in the NAT.

From these results it can be summarized that the Araling Panlipunan teachers of Nasugbu West Sub-office had perceived the root causes of failing.

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3. The Ways That The Root Causes of Failing May be Addressed

Table 3 presents the ways that the root causes may be addressed.

Table 3

The Ways That The Root Causes of Failing May be Addressed

Ways to Address Root Causes	Weighted Mean	Interpretation	Rank
1.Improving the quality of teachers and their welfare because they are the primary contributors of learning to the students /pupils.	2.68	Agree	7
2.Look into programs that will support the sociodemographic conditions of the students/pupils	2.87	Agree	4
3.Improving the school's facilities, classrooms and equipment.	2.71	Agree	6
4.Find better ways to review in Araling Panlipunan.	2.92	Agree	3
5.Creation of a reviewer in AP that satisfies the needs of learners.	2.99	Agree	2
6.Provisions of books and reference materials in AP 6.	3.07	Strongly Agree	1
7. Rigid teaching of AP 6	2.79	Agree	5
Composite mean	2.86	Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1-	Strongly Disagree (SD)	0.01 – 1.00

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It is shown in the table that the ways that the root causes may be addressed obtained a composite mean of 2.86 (Agree).

First among the ways was provisions of books and reference materials in AP 6, with a mean of 3.07 (Strongly Agree). It was followed by the Creation of a reviewer in AP that satisfies the needs of learners, with a mean of 2.99 (Agree). Third was Find better ways to review in Araling Panlipunan, with a mean of 2.92 (Agree) which was followed by look into programs that will support the sociodemographic conditions of the students/pupils, with a mean of 2.87 (Agree). In the fifth rank was rigid teaching of AP 6, with 2.79 (Agree) followed by improving the school's facilities, classrooms and equipment, with 2.71 (Agree) and the last rank was Improving the quality of teachers and their welfare because they are the primary contributors of learning to the students /pupils, with 2.68 (Agree).

These findings revealed that the teachers of Araling Panlipunan knew the ways in which the root causes found may be addressed in the course of teaching and reviewing Araling Panlipunan to Grade Six pupils.

From these findings, it can be summarized that the teachers of Araling Panlipunan 6 knew and were fully aware of the ways to counter the failing performance of Grade Six pupils in Araling Panlipunan.

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Conclusions

1. Judging from the high mean obtained by these indicators highlight the importance and effectiveness of the achievement test as well as the weaknesses of either the teaching or the learners themselves. The quality of the teachers are paramount to the success of this achievement test.
2. The Araling Panlipunan teachers of Nasugbu West Sub-office had perceived the root causes of failing.
3. The teachers of Araling Panlipunan 6 knew and were fully aware of the ways to counter the failing performance of Grade Six pupils in Araling Panlipunan.

Recommendations

1. The Proposed NAT reviewer may be used to review for NAT in Araling Panlipunan.
2. Teachers and parents may work together to achieve the aims of this study.
3. The sub-office may formulate plans in addressing the failing performance.

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ACTION PLAN

Objectives	Activities	Future Plans	Time Frame	Persons Involved
To organize the NAT reviewer	Research and organization	Ask for approval from PSDS	October 2024	Proponent PSDS
To seek approval	Submission of project proposal	Implement the materials	November 2024 onwards	Proponent
	Pilot implementation	Monitor and evaluate the implementation Reporting	November 2024 onwards	Proponent All Araling Panlipunan teachers of the district
To monitor the implementation	Monitoring and Evaluation	Monitor and evaluate the implementation Reporting	May 2025	M and E Team

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FINANCIAL REPORT

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
Preparation of NAT reviewer	Materials		PHP 2000.00
Documentation	Communication expenses	Cellphone load fuel allowance	PHP 500.00
Actual implementation	Materials	Ink/bond paper/internet load/fuel/transportation/food/food	PHP 1,500

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QUESTIONNAIRE

Innovative NAT reviewer in Araling Panlipunan 6: Beating and Overcoming the Odds

EMMARUTH P. PARIS

Researcher/Master Teacher I

QUESTIONNAIRE

Dear Respondents:

I, the undersigned, is undertaking an action research with the title "**Innovative NAT reviewer in Araling Panlipunan 6: Beating and Overcoming the Odds.**"

In connection with this, I would like to ask you to be one of the respondents of this study.

Rest assured that your responses and identities will be kept in strict confidentiality.

Thank you very much.

EMMARUTH P. PARIS

Researcher

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A. Demographic Profiles

Name: (optional) _____

Age: _____ Gender: _____ Civil Status: _____

Designation: _____ Educational Attainment: _____

Length of Service: _____

School: _____

B. Questionnaire

Directions: Please answer the following questions as honestly as possible by checking the item of your choice. Likewise, please provide other responses that are not in the indicators so that I may have a better idea.

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

1. How do the respondents perceive NAT?

Perception of the NAT	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1.The NAT examination is such an important form of assessment for every schools in the Philippines because it assesses the current status of the teaching-learning process in the country.				

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2. It gives a glimpse of a picture on how effective is the present curriculum that the Department of Education is implementing in the basic education.				
3. It shows the weaknesses of the students that the teachers must have to know in order to respond efficiently and find the possible solutions to resolve the academic issues.				
4. It tells the strengths of the students wherein the teachers can exploit for them to focus on the other areas where the students are deficient.				
It reflects the degree of capabilities and the quality of the teachers in the Philippines				
5. The National Achievement Test (NAT) is a Philippine-made standardized test designed to determine pupils/students' achievement level, strengths and weaknesses in five key curricular subject areas at the end of the school year				

2. What is your perception of the root causes of failing in Araling Panlipunan?

Perception of Root Cause of Failing	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. After the implementation of the K to 12 program, the academic performance of the students/pupils suddenly dropped from a proficient level to a low proficient level.				
2. How the new curriculum is being thought should be done in order to solve the problem in the educational performance of the Filipino learners.				
3. it is not the curriculum that must be fixed but the way the curriculum is being implemented				
4. Material used as reviewers of NAT in Araling Panlipunan 6.				
Natural calamities like smog and typhoons				
5. Lack of Araling Panlipunan books and reference materials for Grade Six.				

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3. In what ways can these root causes be addressed?

Ways to Address Root Causes	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1.Improving the quality of teachers and their welfare because they are the primary contributors of learning to the students /pupils.				
2.Look into programs that will support the sociodemographic conditions of the students/pupils				
3. Improving the school's facilities, classrooms and equipment.				
4. Find better ways to review in Araling Panlipunan.				
5. Creation of a reviewer in AP that satisfies the needs of learners.				
6. Provisions of books and reference materials in AP 6.				
7. Rigid teaching of AP 6				

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