

EDUCATIONAL PRACTICES AND ACADEMIC PERFORMANCE OF GRADE VI PUPILS IN SAN ROQUE AND PAMBUJAN DISTRICTS NORTHERN SAMAR

ABSTRACT

This study was conducted to assess the educational practices of rural schools in San Roque and Pambujan Districts in terms of teaching practices, learning practices, co-curricular activities, administrative activities, and community involvement; determine the level of academic performance of pupils; find out the significant relationship of educational practices on the academic performance of pupils; and determine if there is a significant difference between the teachers and pupils' assessment on educational practices.

It was conducted in San Roque District which included the rural schools of Balud, Balnasan, Coroconog, Dale, Bantayan, Lawaan, Malobago, Pagsang-an, and Ginagdanan. Three (3) rural schools in Pambujan District were included namely Cababto-an Elementary School, Camparanga Elementary School, and Paninirongan Elementary School.

The descriptive-correlational method of research was employed in this study using random sampling technique to choose the 71 teachers and 153 Grade VI pupils as respondents. A survey questionnaire was used as instrument. Frequency counts, percentages, mean, weighted mean and t-test were used in the statistical treatment of data.

One finding of the study revealed that teaching practices was satisfactory, this indicates that the teachers were observed to have various types of teaching methodologies to deliver the learning to the pupils and present again the lesson on the least learned concepts but in different view. Learning practices as assessed by teachers and pupils was rated as fairly satisfactory which indicates the need for teachers to keep tract of unlearned skills of the pupils. Co-curricular activities were rated as fairly satisfactory this means that co-curricular activities must be observed by schools those that encouraged participation among pupils. On the other hand, administrative activities and community involvement were rated fairly satisfactory. This means that there are more to be done by the school administrators in terms of the administrative tasks which will to promote and cater to the needs and welfare of the teachers and pupils and other stakeholders in the community. This reveals that educational practices in San Roque and Pambujan Districts were satisfactory in terms of teaching practices while learning practices, co-curricular activities, administrative activities and community involvement were rated fairly satisfactory. Most of the Grade VI pupils had a fairly satisfactory academic performance. Out of the five (5) indicators of educational practices, co-curricular activities was related to the academic performance of the pupils while teaching practices, learning practices, administrative activities and community involvement were not related to academic performance. There was a significant difference in the assessment of educational practices among

teachers and students in terms of teaching practices, learning practices, co-curricular activities, administrative activities and community involvement.

Keywords: educational practices, academic performance, Northern Samar, descriptive-correlational method

I. INTRODUCTION

Background of the Study

Education creates greater opportunities for the youth.

It is on this notion that the government exerts effort to implement free elementary and secondary education and give assistance in college through scholarship programs. Consistent with this policy, rural schools are operational in the barangays to cater to the needs of school children in the primary and elementary grades.

The school districts of San Roque and Pambujan, Northern Samar have fortunately availed of the opening of barangay schools aside from the elementary schools in the poblacion which have existed for many years.

Along with this, it has been observed that the barangay schools in San Roque and Pambujan Districts have different sets of educational practices or school-related activities that promote the physical, mental, and social needs of the learners. These educational practices provide activities for them to develop their potentials to the fullest and equip them with necessary learning skills for secondary education.

For some reasons, educational practices of schools have a great impact on the academic performance of the pupils especially in classroom activities such as recitation, quizzes, periodical tests, assignments, and the like because their attention is diverted into such activities that they fail to commit themselves to study their lessons and perform assigned tasks.

Pupils performance in public elementary schools shows the deterioration of education standards. Teachers from San Roque and Pambujan complained that the pupils' knowledge acquisition was completely inadequate for their grade level. It seems to indicate that there is little knowledge gained in subjects taken since the pupils seemingly demonstrate lack of understanding on subject matters discussed.

The results of the achievement tests continuously show that it failed to attain the target mean score. There are also indications that the teaching and learning processes are gradually deteriorating. The pupils' substandard performance in test and examination show how serious this problem is in rural schools.

In accordance with RA 7797¹, educational practices and school-related activities such as scouting, Monday convocation, monthly school celebrations and culminating programs in different subject areas – all these are essential to the development of the learners which are some of the responsibilities of the teacher as facilitator of learning and other faculty members to supplement their classroom learning which are not found in reading materials.

The aforementioned scenario prompted the researcher to propose this study which centers on the educational practices in teaching, learning, co-curricular activities, administrative tasks, and community involvement of rural schools and its effects on the academic performance of the pupils in the barangay schools of San Roque and Pambujan Districts, Northern Samar.

II. MATERIALS AND METHODS

Locale of the Study

¹An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days”.

This study was conducted in the barangay schools of San Roque and Pambujan Districts, Northern Samar. San Roque District has sixteen (16) barangays but only those with rural schools namely Barangay Balud, Balnasan, Coroconog, Dale, Bantayan, Lawaan, Malobago, Pagsang-an, and Ginagdanan were included in this study. The rural schools of Pambujan District included Cababto-an Elementary School, Camparanga Elementary School, and Paninirongan Elementary School. These barangay schools can be reached through a ride using a *habal-habal* as means of transportation it took several minutes sometimes hours during rainy days to reach these schools because the road is not yet constructed.

Research Design

This study employed the descriptive-correlational research. It used descriptive research to assess the educational practices in the rural schools of San Roque and Pambujan Districts, Northern Samar and its effects on academic performance of the pupils. The description of the independent and dependent variables in this study were necessary to test the relationship between them. Correlational method was used to determine the relationship between educational practices and academic performance of Grade VI pupils.

The Variables

The independent variable in this study is the educational practices in terms of the learning practices, teaching practices, co-curricular activities, administrative activities, and community involvement. Each item was rated through a five-point Likert scale. In order to get the final score of each variables the mean was computed to get

the scores of each variables and the general weighted mean was used to measure the totality of each educational practices.

The dependent variable is the academic performance of the pupils which was described as outstanding, very satisfactory, satisfactory, fairly satisfactory, and needs improvement.

Population and Sampling

Systematic random sampling was used to get the number of teachers and grade six pupils in the rural schools of San Roque and Pambujan Districts who were taken as respondents. There were nine (9) rural schools in San Roque and three(3)Schools in Pambujan that were used as respondents of this study. The researcher got the total number of teachers and pupils in the selected barangay schools then got the five percent margin of error of the total respondents of this research.

The Respondents

The respondents of the study were the 71 Grade VI teachers and 153 Grade VI pupils of the rural schools in San Roque and Pambujan District. As shown on the next page, the teachers and pupils who were the respondents of the study were from nine (9) schools in San Roque District, namely Balnasan, Balud, Bantayan, Coroconog, Dale, Ginagdanan, Lawaan, Malobago, and Pagsanga-an while three (3) schools in Pambujan District, namely Cababto-an, Camparanga, and Paninirongan. A total of 71 teachers and 153 pupils were taken as respondents.

List 1. Distribution of Respondents

Schools	Teacher Respondents	Pupil Respondents	Total
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Balnasan	5	16	21
Balud	4	9	13
Bantayan	11	12	23
Coroconog	6	12	18
Dale	6	12	18
Ginagdanan	4	13	17
Lawaan	3	12	15
Malobago	4	12	16
Pagsang-an	5	12	17
Cababto-an	7	15	22
Camparanga	8	16	22
Paninirongan	8	15	23
Total	71	153	224

Research Instrument

The research instrument used in gathering data was a questionnaire adopted from Goudin². It consisted of two parts. Part 1 included the demographic profile of the respondents which served as personal information in this study. Part 2 elicited the respondents' assessment on the educational practices in the rural schools of San Roque and Pambujan Districts in terms of teaching practices, learning practices, co-curricular activities, administrative activities, and community involvement. The academic performance was taken from the grades of the pupils in the first three grading periods.

Scoring and Interpretation of Data

To determine the educational practices in the rural schools of San Roque District, the five-point Likert scale was used. The score was interpreted using the following descriptive interpretation:

Scale	Range	Descriptive Value
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² M. Goudin, et.al(2008).A Guide to Teacher Evaluation (Structured Observations and Evaluation) USA: Rowman & Sittlefield Education.

5	4.5 – 5.0	Outstanding
4	3.4 – 4.49	Very Satisfactory
3	2.6 – 3.39	Satisfactory
2	1.8 – 2.59	Fairly Satisfactory
1	1.0 – 1.79	Needs Improvement

On the academic performance of pupils, the numerical rating in different subject areas as indicated in their monthly report card (Form 138) from first grading period to the third grading period was the basis in getting the average rating, the scores and descriptive interpretation were presented as follows:

Range	Descriptive Value
95-100	Outstanding
90-94	Very Satisfactory
85-89	Satisfactory
80-84	Fairly Satisfactory
75-79	Needs Improvement

Validation of Instrument

The research instrument was adopted from a previous study, hence, there was no need to validate the items. However, the items were checked for the appropriateness for the current locale.

Data Gathering Procedure

The researcher got the enrollment profile of the pupils and number of teachers of the rural schools in San Roque and Pambujan Districts which were included in this

study, then, systematic random sampling was made to identify the respondents who were composed of grade six pupils and teachers.

The researcher sought the assistance of the school heads in the distribution and retrieval of the research instruments except in the schools of Bantayan and Dale.

Statistical Treatment of Data

The gathered data were analyzed with the use of frequency counts, percentage, mean, weighted mean, multiple regression analysis and t-test for the test of significant difference in the assessment of educational practices.

III. Results

The results and findings of the study revealed that the variable educational practices was satisfactory in terms of teaching practices which indicated that the teaching performance of the teachers was average. It means also that they have continuously adopted the teaching practices since their first year of teaching to the present, while learning practices was fairly satisfactory. On the other hand, co-curricular activities were rated as fairly satisfactory. While administrative activities and community involvement were rated fairly satisfactory this means that there is a lot more to be done by the school administrators as regards to the administrative task to promote the needs and welfare of the teachers and pupils.

Most of the Grade VI pupils had a satisfactory academic performance. Out of the five indicators of educational practices, co-curricular activities was significant and related to the academic performance of the pupils while teaching practices, learning practices, administrative activities and community involvement were not related to academic performance and interpreted as not significant.

There was a significant difference in the assessment of educational practices among teachers and pupils in terms of teaching practices, learning practices, co-curricular activities, administrative activities and community involvement.

IV. DISCUSSION

Educational Practices

Teaching Practices

Table 1 presents the teaching practices as assessed by the teacher and pupil respondents.

Generally, teaching practices was rated with an overall weighted mean of 2.94 by the teachers and pupils. This indicates that teaching practices was satisfactory. It could be gleaned in the table that the teachers (M=2.95) rated teaching practices a little bit higher than the students (M=2.93). Among the items under teaching practices, the highest mean was on “the teacher has various techniques for checking the effectiveness of the lesson”. This indicates that the teachers were observed to have variety of means to see that lessons are taught effectively. The lowest mean was on “if needed, the teacher presents the concept again but differently”. This indicates the need for teachers to present lessons in another view. Though this is the lowest mean, it was still rated as satisfactory.

Table 1
Teaching Practices as Assessed by Teachers and Pupils

Teaching Practices	Teachers	Pupils	Overall	
	Mean	Mean	Average	Interpretation
The teacher has various techniques for checking the effectiveness of the lesson.	3.48	3.01	3.25	Satisfactory

The teacher verifies that the objectives have been reached.	2.26	3.51	2.89	Satisfactory
The teacher evaluates the lesson.	3.52	2.87	3.20	Satisfactory
The teacher has various reinforcement activities for the learning activity.	3.24	2.44	2.84	Satisfactory
If needed, the teacher presents the concept again but differently.	2.25	2.84	2.55	Satisfactory
Grand Mean	2.95	2.93	2.94	Satisfactory

Learning Practices

Table 2 shows the learning practices as assessed by the teacher and pupil respondents. Generally, learning practices was rated with an overall weighted mean of 2.52 by the teachers and pupils. This indicates that learning practices was fairly satisfactory. It could be gleaned in the table that the teachers (M=3.36) rated learning practices higher than the students (M=2.14). Among the items under learning practices, the highest mean was on “The teacher makes sure to help students’ progress in their learning”. This indicates that the teachers were observed to extend their help to see the improvement in the learners. The lowest mean was on “the teacher helps students realize what they have already learned and what remains to be learned”. This indicates the need for teachers to keep track of unlearned skills of the students.

Table 2
Learning Practices as Assessed by Teachers and Pupils

Learning Practices	Teachers	Pupils	Average	Interpretation
	Mean	Mean		
The teacher makes sure to help students’ progress in their learning.	3.69	2.33	3.01	Satisfactory
The teacher involves students in keeping updated information.	3.34	2.26	2.80	Satisfactory

The teacher uses various forms of formative evaluation that shows pupils' progress.	3.37	2.11	2.74	Fairly Satisfactory
The teacher has a system to verify and point out pupils' progress.	3.33	2.06	2.70	Fairly Satisfactory
The teacher helps pupils realize what they have already learned and what remains to be learned.	3.08	1.93	2.51	Fairly Satisfactory
Grand Mean	3.36	2.14	2.75	Fairly Satisfactory

Co-curricular Activities

Table 3 shows the assessment of teachers and pupils on co-curricular activities.

Table 3 shows the co-curricular activities as assessed by the teacher and pupil respondents. Generally, co-curricular activities were rated with an overall weighted mean of 2.37 by the teachers and pupils. This indicates that co-curricular activities was fairly satisfactory. It could be gleaned in the table that the teachers (M=2.80) rated co-curricular activities higher than the pupils (M=2.17). Among the items under co-curricular activities, the highest mean was on "The teacher participates voluntarily in school and district projects". This indicates that the teachers were observed to join in activities sponsored by the school and the district. The lowest mean was on "The teacher takes on a leadership role in an important school project." This indicates the need for teachers to assume being leaders not only in the classroom, but also school activities.

Table 3
Co-Curricular Activities as Assessed by Teachers and Pupils

Co-curricular Activities	Teachers	Pupils	Average	Interpretation
	Mean	Mean		
The teacher participates voluntarily in school and district projects.	3.62	2.37	3.00	Satisfactory

The teacher participates in some aspects of school life.	4.00	2.00	3.00	Satisfactory
The teacher maintains positive relationship with colleagues and pupils.	2.49	2.10	2.30	Fairly Satisfactory
The teacher cooperates and shares his or her successful teaching strategies with colleagues.	1.98	2.21	2.10	Fairly Satisfactory
The teacher takes on a leadership role in an important school project.	1.93	2.15	2.04	Fairly Satisfactory
Grand Mean	2.80	2.17	2.49	Fairly Satisfactory

Administrative Activities

Table 4 reveals the assessment of teachers and pupils on administrative activities.

Generally, administrative activities was rated with an overall weighted mean of 2.34 by the teachers and pupils. This indicates that administrative activities was fairly satisfactory. It could be gleaned in the table that the teachers (M=3.37) rated administrative activities higher than the pupils (M=2.17). Among the items under administrative activities, the highest mean was on “the school solicits from civic-minded citizens to improve their school facilities.” This indicates that the school seeks help to stakeholders in improving the conditions of the school. The lowest mean was on “The teacher communicates when he or she is available beyond class hours”. This indicates the need for teachers to regularize consultation periods to extend help to students who need assistance in learning.

Table 4
Administrative Activities as Assessed
by Teachers and Pupils

Administrative Activities	Teachers	Pupils	Average	Interpretation
	Mean	Mean		

The school solicits from civic-minded citizens to improve their school facilities.	3.91	1.99	2.95	Satisfactory
If funding is needed for co-curricular activities, the pupils are required to contribute.	4.14	1.71	2.93	Fairly Satisfactory
The teacher includes a list of services offered in his or her portfolio.	2.4	1.8	2.10	Fairly Satisfactory
The teacher includes a list of services offered in his or her portfolio.	2.4	1.8	2.10	Fairly Satisfactory
The teacher respects deadlines for administrative activities.	2.84	1.81	2.33	Fairly Satisfactory
The teacher communicates when he or she is available beyond class hours.	3.56	1.45	2.51	Fairly Satisfactory
Grand Mean	3.21	1.76	2.48	Fairly Satisfactory

Community Involvement

Table 5 shows the assessment of teachers and pupils on community involvement.

Generally, community involvement was rated with an overall weighted mean of 2.21 by the teachers and pupils. This indicates that community involvement was fairly satisfactory. It could be gleaned in the table that the teachers (M=2.84) rated community involvement higher than the pupils (M=1.39). Among the items under community involvement, the highest mean was on “the teacher communicates on a regular basis with parents about their children” and “the teacher makes an effort to get parents participate in educational activities”. This indicates that the teachers were observed to facilitate meetings where interactions with parents were done. The lowest mean 2.04 was on “the teacher informs parents of their children’s strengths and weaknesses” This indicates that teachers communicate with the parents on children’s academic performances.

Table 5
Community Involvement as Assessed by Teachers and Pupils

Community Involvement Activities	Teachers	Pupils		Interpretation
	Mean	Mean	Average	
The teacher communicates on a regular basis with parents about their children.	2.72	1.81	2.27	Fairly Satisfactory
The teacher makes an effort to get parents participate in educational activities.	2.89	1.8	2.35	Fairly Satisfactory
The teacher has a system for informing parents about the program.	3.34	1.99	2.67	Fairly Satisfactory
The teacher involves pupils in passing along information to the parents.	2.46	1.71	2.09	Fairly Satisfactory
The teacher informs parents of their children's strengths and weaknesses.	2.78	1.45	2.12	Fairly Satisfactory
Grand Mean	2.84	1.75	2.30	Fairly Satisfactory

Academic Performance of Pupils

Table 6 reveals the average academic performance of Grade VI pupils from first to third grading periods. The data revealed that 59 pupils or 38.56 percent had an academic performance level of fairly satisfactory, 47 pupils or 30.72 percent had an academic performance level of satisfactory (85-89), 29 pupils or 18.95 percent had an academic performance level of needs improvement, and 18 pupils or 11.76 percent had an academic performance level of very satisfactory. It is interesting to note that nobody got outstanding. It could be inferred that the academic performance of pupils in the rural schools was lower compared to urban schools.

This confirms the findings of Lendberg and Norman that the academic performance of rural schools is lower than urban schools. This further confirms that in the rural areas performance results have been poor.

The low performance could be attributed to the teaching practices which may not be part of the variables evaluated in this study. As reported by pupils, there were several days that classes were suspended because their teacher did not report to their class and most of the time late because they have commuter teachers.

As explained by the teachers themselves, the low academic performance could also be due to lack of textbooks and modules, poor classroom atmosphere and their parents could not assist them in homework because they have also low educational attainment.

Table 6
Level of Academic Performance of Grade VI Pupils
from First to Third Grading Periods

Level of Academic Performance	Pambujan	San Roque	Total	Percent
Very Satisfactory (90-94)	7	11	18	11.76
Satisfactory (85-89)	11	36	47	30.72
Fairly Satisfactory (80-84)	19	40	59	38.56
Needs Improvement (75-79)	9	20	29	18.95
Total	46	107	153	100.00

Relationship of Educational Practices and Academic Performance

Table 7 shows the test of relationship of the educational practices and academic performance.

Using multiple regression analysis, the table shows that out of the four indicators of educational practices, only co-curricular activities ($p=0.05$) is related to the academic performance of the pupils. This indicates that the extent of co-curricular activities has some bearing on the academic performance of pupils.

Table 7
Regression Analysis between Educational Practices and Academic Performance

Indicator of Educational Practices	Beta	Sig.	Interpretation
Teaching Practice	.033	.709	Not Significant
Learning Practice	-.150	.128	Not Significant
Co-Curricular Activities	-.189	.050	Significant
Administrative Activities	.067	.451	Not significant
Community Involvement	.111	.227	Not significant

Dependent variable: academic performance

Test of Difference of the Assessment of Teachers and Pupils on the Educational Practices

As shown in Table 8, the teachers' assessment on teaching practices had an average weighted mean of 3.95 while the pupils' assessment was 2.93 with a difference of 1.02. It had a computed t-test value of 14.20969 and significance value of 0.001 which is less than the assumed margin of error of $\alpha=0.05$. Therefore, there was a significant difference between the teachers and pupils' assessment on teaching practices.

On learning practices, the average weighted mean of the teachers' assessment was 3.36 while the pupils had 2.14 with a difference of 1.22. The computed t-test value was 11.21 with a significance value of 0.034 which is less than the assumed margin of error of $\alpha=0.05$. Therefore, there was a significant difference between the teachers and pupils' rating. Therefore, there was a significant difference in their assessment on learning practices.

On co-curricular activities, the teachers' assessment had an average weighted mean of 2.80 while the pupils had 2.17 with a difference of 0.34. The computed t-test value of 10.91796 had significance value of 0.044 which is less than the assumed

margin of error of $\alpha=0.05$. Therefore, there was a significant difference between the teachers and pupils. Therefore, there was a significant difference in the assessment of teachers and pupils on co-curricular activities.

On administrative activities, the teachers' assessment was 3.37 while the pupils had 1.75 with a difference of 1.62. The computed t-test value was 6.816423 with a significance value of 0.003 which is less than the assumed margin of error of $\alpha=0.05$. Therefore, there was a significant difference in the assessment of teachers and pupils on administrative practices.

On community involvement, the teachers' assessment had an average weighted mean of 2.84 while the pupils had 1.39 with a difference of 1.45. The computed t-test value was higher than the tabular value with 8 degrees of freedom. Therefore, there was a significant difference in the assessment of teachers and pupils on community involvement. These results revealed that the hypothesis was rejected.

In summary, the teachers and pupils have different views on the extent of educational practices. This indicates that there were practices which were not really observable on the part of the students or on the part of teachers. Some practices are within the limits of observation of students. Another is the educational qualification and training of teachers who knew the ideal expectations while pupils view were simply based on their preference but not necessarily on the standard expectation

The findings of this study confirm the findings of Kantabura and Tang that academic performance vary from one school to another due to some factors like the availability of the learning materials and so on.

Table 8**Test of Significant Difference of Teachers and Pupils' Assessment on Educational Practices**

Educational Practices	Average Weighted Mean		Mean Diff.	t-value	Sig.	Interpretation
	Teachers	Pupils				
Teaching Practices	3.95	2.93	1.02	14.21	0.001	Significant
Learning Practices	3.36	2.14	1.22	11.21	0.034	Significant
Co-curricular Activities	2.8	2.17	0.63	10.92	0.044	Significant
Administrative Activities	3.37	1.75	1.62	6.82	0.003	Significant
Community Involvement	2.84	1.39	1.45	7.44	0.013	Significant

V. Conclusion

In the light of the findings of the study, these conclusions were drawn:

The variable teaching practices was rated as satisfactory. This means that nobody reached very satisfactory level implying that they have not exhausted the use of various teaching techniques and have not used innovative teaching practices. It further implies that there are teaching practices which do not satisfy the teachers and pupils. It further implies that teachers do not exert much effort to make their teaching very effective to the pupils.

They perform their teaching activities just because they are paid but not because they are committed to teach and are less concerned with the pupils' progress. It could also be attributed to the many tasks assigned to the teachers in the barangay. These cases wherein they are also assigned to take charge of the affairs of the barangay during fiesta celebration and other non-academic activities assigned. There is much to do in implementing the practices that will improve the quality of education of the schools.

The learning practices were rated as fairly satisfactory, meaning both the teacher and pupils are not fully satisfied with this activity. The progress in their learning activities was not fully achieved.

As to their co-curricular activities it can be concluded that they are not fully satisfied with it. It implies that even in co-curricular activities both teachers and pupils yearn for relevant and meaningful co-curricular activities. This challenges the teachers and the school administrators in coming up with relevant activities that would address to their desire for quality education.

Administrative activities was rated as fairly satisfactory, this implies that school administrators needs more external support from stakeholders to cater the needs of teachers and pupils. This further implies that teachers and school administrators must be open to each other in catering the needs of the pupils.

Community involvement were rated as fairly satisfactory, this indicates that teachers must have constant communication with parents of pupils through PTA meetings and other school program specially on the academic standing of their children.

These educational practices evidently show the effect on the satisfactory level of academic performance of Grade VI pupils. While other indicators of educational practice are not related to academic performance, a balance of these practices alongside co-curricular activities is needed. This further implies that out of the four indicators of educational practices only co-curricular activities is related to the academic performance of the pupils. This indicates that the extent of co-curricular activities have some bearing on the academic performance of the pupils.

There is a significant difference in the assessment of teachers and pupils on the different educational practices. It is an indication that there are varying

observations among teachers and pupils on the different aspects of educational practices in schools. This difference could be explained by the professional trainings of the teachers, while pupils simply perceived this from their experiences in school.

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