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Title: Students’ Performance in the Periodical Test, Division Achievement Test and TIMSS Examination in Mathematics.
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Abstract:
This study is a response to the major recommendation of the research team composed of UP, DOST and DECS (now DepEd) officials that analysis the alarming performance of the Filipino students and pupils in the Third International Mathematics and Science Study-Repeat (TIMSS-R). Since Filipino students performed relatively poor in the TIMSS, the team recommended that greater attention must be given to the quality of thinking skill and concept understanding of local test items at all levels classroom, school, district, division, regional and national.

This is a descriptive-correlational research aimed to: 1). Describe the level of performance of the students in the periodical test, the Third International Mathematics Science Study (TIMSS) and the division achievement test in mathematics; 2) determine the relationship of their performance in the periodical test, TIMSS examination and division achievement test; 3) describe the profile of the students’ profile of sex, etc., and 4) determine the relationship between each of the students’ profile variables and their scores in the periodical test, division achievement test and TIMSS examination. The researcher conducted this study to address the above mentioned recommendations.

The subject of the study were randomly selected from the 2, 169 first year high school students enrolled in the mathematics classes in four government secondary schools of Laoag City which are as follows: Ilocos Norte National High School, Ilocos Norte College of Arts and Trades, Ilocos Norte Regional School of Fisheries and Gabu National School of the Division of Laoag City.

To gather the needed data, the study used the following instruments, namely: 1) Survey Questionnaire to Determine the Students’ Profile; 20 Periodical Test in Mathematics; 3) TIMSS Examination in Mathematics, and 4) Division Achievement Test in Mathematics.
The study used the following statistical techniques to interpret the data gathered: frequencies and percentages, to describe the profile of the students; means, standard deviation and coefficient of variation, to describe the level of performance of the students in the periodical test, TIMSS examination, and the students’ scores in the periodical test, TIMSS examination, division achievement test and each of the profile variables.

Based on the analysis and interpretation of the data gathered, the following are the significant findings of the study.

The students involved in the study claimed that they: (a) have only a few books and educational aids available in their homes and have enough number of periodicals, magazines, and newspapers, (b) have time to have fun and they do well in mathematics, (c) put a balance between time for they spend that one hour studying their lessons at home. They also relax after doing a heavy schoolwork and have moderately favorable study habits. Student activities like watching television of video. Playing computers and text messaging interfere with their studies.

The performance of students in the periodical test, division achievement test, and TIMSS examination are more or less of the same level as revealed by the coefficients of variation which are very close to each other. The students obtained a satisfactory performance in the periodical and division achievement test and fair performance in the TIMSS examination.

Among the profile variables, only home educational resources available contributed to the performance of the students in the periodical test, division achievement test and TIMSS examination. Sex, study habits, peer pressure to do well in school and out-of-school study time are not significant related to the students’ scored in the three tests.

Students’ scores in the periodical test are related to their division achievement test scores, students’ scores in the periodical test are related to their TIMSS scores, and students’ scores in the division achievement test are related to their TIMSS scores.