

## **BIBLIOGRAPHY**

RANIA, JUDITH D. April 2007. Academic Performance Of The Accelerated Christian Education (Ace) Students In Benguet.

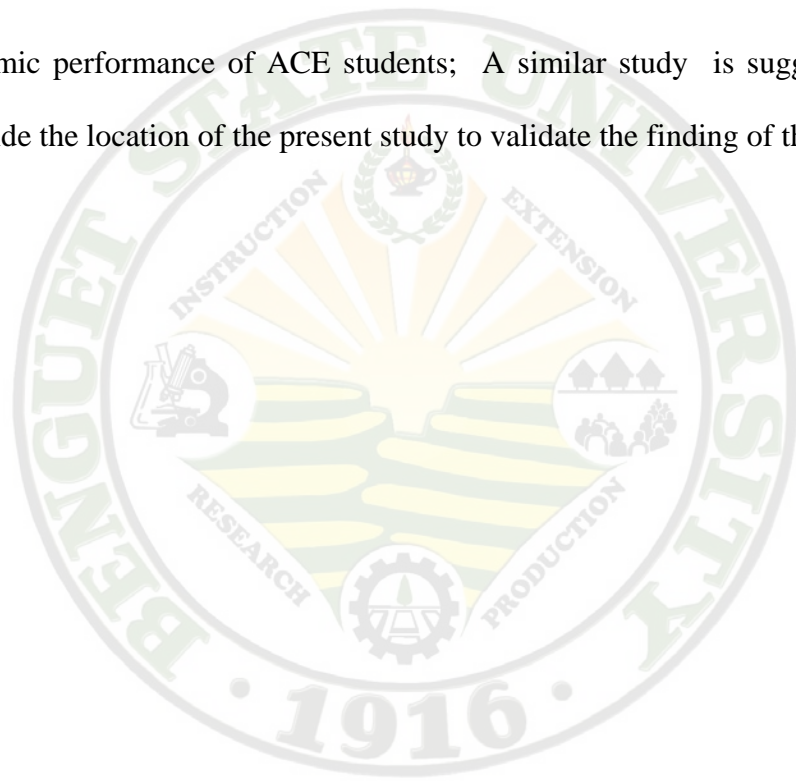
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## **ABSTRACT**

The study focused on the Academic Performance of the Accelerated Christian Education (ACE) students. This research determined the level of attainment of objective of ACE; the level of attainment of the factors that enhance academic performance of ACE students; the degree of seriousness of the negative factors that affect academic performance of ACE students, and the level of effectiveness of remedial measures to address to the factors that negatively affect academic performance of ACE students.

Finding shows that the level of attainment of the objectives of Accelerated Christian Education ( ACE ) are uniformly attained; The level of attainment of the factors that enhance the academic performance of Ace students differed significantly; The degree of seriousness of the negative factors that affect academic performance of ACE students , differ significantly; The level of effectiveness of the Remedial measure to address the factors that negatively affect the academic performance of ACE students does not differ significantly.

Therefore, it is suggested that the Supervisors and Monitors should provide the needed activities that will enhance and improve the achievement of the objectives of ACE so that it will be elevated to a higher level, that is, very much attained; Supervisors, and monitors should give more weight on the stars and congratulation slips; Staffs and PTA member should give urgent attention to the serious factors that affect academic performance of ACE students; Teachers should continue using the demerits and strive for an immediate success as remedial measures to address the factors that negatively affect academic performance of ACE students; A similar study is suggested to ACE schools outside the location of the present study to validate the finding of the study.



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## INTRODUCTION

### Background of the Study

Accelerated Christian education uses the school of Tomorrow program which is individualized, self-instructional, Biblical based curriculum. The seven foundation courses or core curricula are the following: Math, English, Literature and Creative Writing, Social Studies, Science, Word Building, Bible reading.

It is non-graded which allows students to take responsibility for his learning in self-contained system, controls such as activity question, checkups, self test, and PACE test are built into the curriculum. Packets of Accelerated Christian Education (PACE) contain a character Traits and art work to appropriately illustrate that trait on the level of each child. This PACE is designed to build character into a child, into the home, into the school, into the government and into the nation.

It provides a Theistic course of study that not only believes that the Bible is an accurate word of God but also teaches Godly principles that help students to live by God's word. Every PACE quotes scripture and carefully planned to enable the child to memorize God's words easily Each Pace contains character values and character cartoon which inspire the child to live quality consistent with the character trait of the Lord such as generosity, honesty, discreetness, and consideration for others.



Howard (1979), presented the entire core of ACE curriculum for all grade levels in all subjects where Christian values are integrated in the seven subjects. It has been taught by Bill Golhand that Jesus Had Ideal Character trait.

Biblical Christian education being inculcated in ones life could serve as a guide in the formation of character that is not only beneficial to the individual but to make the child active to participate in building Christian commitment where ever they may be.

Sutaria (1991) said “education is geared towards the inculcation of desirable social, moral and cultural values from which a strong sense of national pride, discipline and commitment becomes meaningful and productive participation in society. Thus, what is learned in the ACE institution will speak for themselves whether it be desirable or not presents situation for a better continuing recovery that is to be achieved. So, once traditional values are rooted in one’s character, they will never be taken away from him. There is no substitute for character building learned within the privilege of attaining a Christian school with in the scope of Biblical Education. Again Sutaria (1991) said, Education is such an important concern for those who are engaged in it. It is imperative to see clearly the direction it is taking and the objectives it is fulfilling.”

Former Secretary of Education Dr. Ricardo Gloria addressing the model AsCEP School said “ in the Christian school you are only concerned with academic and technical competence but more importantly you impart spiritual and moral



excellence through your unique Christian education curriculum. So this is the difference between secular and Christian Education.

Alidao (2002), stated that while in public school it is limited by the constitution to develop academic and technical competence among the school children. However, formations of universal values are not necessarily and exclusively Christian. This is the best that school can do under the situation. On the other hand, the Christian schools by the nature of their mandate must provide a Christ-centered education where Christian values are integrated in the teaching learning process. This is the ever-constant challenge to AsCEP School to become a viable model of educating for academic and technical competence founded on spiritual and moral excellence.

Thus, Manuel (2002), in his study emphasized that evaluation is the process of determining the amount and quality of student's growth and achieving based on clearly defined purpose. It involves making judgment concerning the worth of development. Effective evaluation is comprehensive in all aspects of child development. It is related to the objectives of specific school program, and is based upon the use of wide variety of instrument for collecting valid data not only should the teacher appraise his own effectiveness, but children should be taught how to be self-evaluative. This part of the process would help students become less and less dependent on the teacher for guidance, and conversely, become more and more independent with regard to their education. Academic performance is the primary





indicator of effective learning. Effective schools are identified on the basis of students performance. As such, academic achievement basic skills acquisition and appropriately structured learning activities are important.

To obtain a reasonably accurate picture of an individual performance, students should be assessed objectively according to the objectives and targets of education, or subjectively according to his qualities as an individual and to the effort that he has applied.

Since the main role of the teacher is as a guide and as a facilitator in the learning process, the academic performance of the students can be measured to the teachers' effective teaching and the students learning.

Academic performance is a complex product of the students total and socio-economic status, where several studies reveal that more educational facilities, family background, peer group influence, teacher student relationship affect learning.

Manuel (2002), quoted that statistics show that education in many places of the world is in crisis. Statistics revealed that million of children and youth satisfy the attendance requirement but do not really acquire the essential knowledge and skills fore functional daily living. It is in this light that the researchers want to study on Philippines institutions likes the Accelerated Christian Education schools.



### Statement of the Problem

The study deals on the academic performance of the Accelerated Christian Education Students. Specifically, it tried to answerer the following questions:

1. What are the levels of Attainment of the objectives of ACE?
2. What is the level of attainment of the factor that enhances the academic performance of ACE students?
3. What is the degree of seriousness of the factors that negatively affect the Academic performance of ACE students?
4. How effective are the remedial measures to address the factors that negatively affect the performance of the ACE students.

### Objectives of the study

The following are the objectives of the study:

- 1 . To determine the level of attainment of the objectives of ACE.
2. To determine the level of attainment of the factors that enhances academic performance of the ACE students.
3. To identify the degree of seriousness of the factors that negatively affects the academic performance of the ACE students.



4. To determine the level of effectiveness of the remedial measures to address the factors that negatively affect the academic performance of the ACE students.

### Importance of the Study

Presently, education leaders are recognizing the fact that understanding the way individual students learn is very important in the teaching – learning process, Several approaches have been introduced by the teachers in the classroom in order to address the different needs of the students but studies show that students achievement seems either to remain constant or to decline. Thus, teachers again face a great challenge in the application of the appropriate and effective approaches and strategies that will make the teaching –learning process a success.

This study is expected to bring out important information that would be significant to the school staff as well as the students, regarding their academic performance.

To the teacher, the finding of this study could serve as a basis for better understanding of the learner, in inculcating Christian education. Moreover, to the students the result of this study will give them insight into their performance and will enlighten them on the factors that affect their academic performance.



Finally, this research may also serve as a reference for further related research concerning the improvement of the students in their studies.

### Scope and Delimitation of the Study

The scope of the study is limited to the Academic Performance of Accelerated Christian Education Students of four schools in Benguet only.

It is delimited to the level of attainment of the objectives of ACE, the factors that enhance the academic performance of ACE students; the negative factors that affect the academic performance of the students and the effectiveness of the remedial measures to address the factors that negatively affect the academic performance of the ACE students in Grace Mountain Mission Sinipsip, Buguias, Benguet; United Church of Christ in the Philippines at Cabanao, LaTrinidad Benguet; Gods Lamp Academy, Km 6 Betag La Trinidad, Benguet.; Central Balili Wesleyan Academy, Balili, LaTrinidad Benguet.



## REVIEW OF LITERATURE

This chapter presents a review of related literature taken from books, thesis, journals and magazines.

### Academic Performance

Valdez (2005), stated that Academic performance is the process in education of determining the changes in the students as a result of teaching and of their experience. It provides the learners, parents, teachers and administrator information about the learner's attainment of the educational goals so that further educational goals may be determined

Since the main role of the teacher is as a guide and as a facilitator in the learning process, the academic performance of the students can be a measure to the teacher effective teaching and the learning (Odiem, 1999) Pupils' academic performance is a measure to the effective teaching and the child learning emphasizes the correlative nature of teaching and learning.



Academic performance is a complex product of the students' total experience and socio-economic status. Several studies reveal that it is also related to study, family background, peer group influence, teacher, student relationship. (Valdez 2005).

### Christian Education Objectives

Vieth (1953), pointed out that the foundation of Christian education can find its purpose, content, and method only in the nature of Christianity and in the nature of the learning process. The Christians today go on with their Christian education through fellowships and try to relate past experiences critically to find reliance and meaning to the presents. Christian education is the process by which persons are confronted with the past, the present, and the future, and the future. With the past because it seeks to introduce persons with religion heritage, the present aims to make religion a vital force in every aspect of life with the future because it cultivates creative experience learning to growth in wisdom and stature in favor with God and man. The foundations of Christian education are to be founded in the nature of man who is to be educated in faith which the churches profess, and in the principles of education which define how learning takes place. Christian education is concerned with the development of an individual into mature Christian.



Some principles of Christian education are the following: first continuous growth in education, growth in knowledge, in understanding, in emotional maturity and in spiritual grace, in the broadest sense, all life is education. Secondly, experience is education. True learning is an inward experience through which the pupil appropriates for his own life character, the new knowledge, insight attitudes or skills in living which maybe mediated to him in the educational process, and the implication for educational practice. Authority in education is the appeal by which experience other than his own makes a free person to impress truth on learners by authority from with out does not really make them true because it for them and con not lead to genuine growth on their part.

Moreover, honesty in teaching will reject any method which is merely a manipulation that will cause him accept anything at hand without believe in. The teacher should want to have his students, knowing the truth and believe it according to his conviction and not by real rooting in the life of the students. Finally, a Christian teacher would be less than sincere if he did not impart the truth which sustain the Christian virtues with the hope and conviction that they will elicits faith in the students. The belief that the Bible is central in Christianity education is all but



universally affirmed by theory and practice. The purpose of the curriculum of Christian education is to nurture within them a life of faith, hope and love, in keeping with the gospel. There are three original principles of the curriculum from the view point of Christian gospel. It is found in changing the needs and experience of the individual as these include his relationship ;(1) to God as revealed in Jesus Christ;(2) to his relationship with his fellow men and human society;(3) to his place in the work of the world;(4) to the Christian fellowship, in and outside the church;(5) to the continuous process of history, viewed as a carrier of the divine purpose and revealer of the moral laws;(6) the universe in all its wonder and complexity. The Bible and the total Christianity heritage are therefore essential in Christian education.

The development of Christian Education has taken place often for so many years. Dr. Howard (1975), stated that the primary aim of Accelerated Christian Education (ACE) is to build character in the lives of each student. It follows the premise that a person with character will be motivated to learn any skills that are needed to remain functional in society.

Benson (1978), said that you teach a little by what you say, more by what you do, but most by what you are.





Third Edition Packet of Accelerated Christian Education (PACE) contains a character trait and art work to appropriately illustrate that trait on the level of each child, the PACE's is designed to build character in the child, into the home into the school. Into the government and into the nation. It is nation building character.

The quality curriculum of ACE is based on Biblical principles. It provides a theistic course of study that not only believes that the Bible is an accurate word of God, but also teaches every subject in the Biblical point of view. Learning in every subject teaches godly principles that taken from the scriptures and carefully planned to enable the student to memorize God's words easily. Each PACE contains character cartoons which inspire the child to live a quality life consistent with the character traits of the Lord Jesus Christ, such as generosity, honesty, discreetness, and consideration for others.

Henry (1977) stated that a Bible-centered curriculum is designed to accomplish its objective. By improving and refining the tasks confronting Christian education, activities done on a weekly basis should be geared to the ACE school. To attain this purpose, he program may allow objectives of Christ like attitudes which are the very important ways in restoring the community as well as the world.



Luguingans (1994), study on Christian education of the youth, discussed how Christian education developed to a complete and clear Christ-life personality where in people are deeply concerned about of what kind of values are set ideal and purposed a person build up and line with the concern of Christian education that and teaches in that should impress among people the highest type of values which are those in harmony with the spirit and teaching of Jesus Christ.

In the study of Dr. Orata (1973), he stressed that one of is to have a better living for everyone for life and throughout life. This is a natural right of every man. Education should strive to attain three interrelated objectives; functional literacy, personal competence and moral character. The school should be in the educational and social center for the people in the community and their influence should radiate from the inside to the outside world.

Mayor (1995) in her study on academic achievement stated that ACE is religion ministry intended to mold the mind of every student to teach the active presence of God and absolute standard of right and wrong.

ACE concepts are based in the five Laws of learning. (1)A child must be at level where he can perform.(2).He must have reasonable goals.(3.)His learning must be controlled, and he must be motivated. (4).his learning must be measurable. And (5).his learning must be rewarded.



### Factors That Enhance Academic Performance of students

Effective teaching may result to positives students' achievement and other benefits such as improved socialization, and individual, self-directed learners. But poor quality of instruction in single grade program may also result to poor students achievement. Therefore, if a person is properly motivated, he comes out with better result and successful attainment of whatever he has for himself. (Binay-an 2005 ).

Loving and building students, students needs a balance of direction and correction which may be maintained through love expressed in your eyes, voice, gesture and choice of words. Youth do not autocratically obey school rules and love their staff. Rules do not need to be implemented, but love must be an inseparable attribute of a staff who seeks students' conformity with school policies. People naturally work harder when they anticipate some form of personnel benefits. The school of tomorrow system is based on the principle of reward for achievement, and students who complete academic prescription earn rewards. (ACE manual 1979 ).

Privilege scoring- students on "C" privilege status do not require the supervisors permission to score.

Congratulation slips will be given to them during morning exercise by the principal for unmediated recognition of PACE success. When students finish at least 2 PACE a week, academic balance at week 3, 6, or 9 monthly scripture, predetermined number of pages completed have weekly field trip. 100 and 1000



clubs each student who scores 100 percent on a PACE test has written on an apple and put in the basket.

Ten 100 percent scores move him to the 1000 clubs board; twenty 100 percent scores move him to the 2000 club etc.

Honor roll, honor outing and recognition reward students for high achievement. End-of the year awards are given like trophies, plaque, ribbon, pins and certificates for character awards, academic and athletics awards.

The merit system can be earned by the students by having a slip of paper with an identification mark. This may be earned on days when the students have accumulated no demerits accumulate their merits and may cash them in periodically for items such as pencils, erasers, plaques and others.

PACE BOWL is an activity that motivates students to learn materials for quiz purpose and is processed in to homes and sharpen their academic knowledge and ability. Green dot stickers for goal cards are awarded to students who complete daily goals before the end of the day.

Another is the Privilege which Points Students accumulate for earned privilege status during the year- 1 point for “a” level privilege, 2 points for “C” level privilege and 3 points for “E” level privilege.

Star and seals for students’ progress charts may be done in subjects with color symbols like Math –Yellow, English- Red, Social studies- Green, Science – blue, Literature, word building- purple, Electives – gold. The Bible memory



trophy Award is given to students who can recite all nine monthly scriptures selection for the year. On the other hand, the students is also given Character trait trophy Any one who can quote all 60 character objectives including the basic meaning and the scripture verses with reference.

### Factors That Negatively Affect the Academic Performance

Binay-an (2005) states that effective teaching may result to positive achievement and other benefits such as improved socialization , and individual, self-directed learners but poor quality of instruction in single grade program may also result to poor students achievement. Therefore, if a person is properly motivated, he comes out with better result and successful attainment of whatever goals he has set for himself, the same author says the four factors that determine the level of achievement of a students in school are as follow; (1) inborn ability of the students, (2) family background or training experience,(3) quality of schooling received and (4) self-concept or aspiration level development out of family and school experience.

Ligarias survey (1970), as cited by Binay-an (2005), found out that the factor affecting the academic success of the students in the class, is based on the assumption that academic performance was a complex product of the students total experience and their socio-environment show that;(1) study habit and academic performance are related and (2) the study effort in academic work are conditioned



and partly affected by the environment factor which is beyond their control and partly affected by their habits and attitudes to academic work.

Chua (1994), further explained that regardless of whether a child is gifted average or slow learner, there are factors that influence his achievement. These factors may be the product of motivation of the amount of energy that is thrown into the task in hand; of the emotion, personal and social adjustment to the work condition; and of his background skills at hand general skills of how to work and think.

It has been found that students differently in learning may be due to many factors which may affect the learning process, to wit, (1).Intellectual factors, every students has his own mental level of success in school which is generally related to the level of intellect. Students with low intelligence often encounter serious difficulty in mastering school work. Others do not learn because of special intellectual disabilities.(2.) Learning factors, lack of mastery of what has been taught method of work and poor study habits may affect the learning process of the students, as stated by Giway (1969). Nevertheless, good study habits are very important in a students' life. Effective study is a foundation of a students educational progress.(3). Physical factors include physical effect or illness, visual deficiency (low-vision, one eyed or cross eyed), speech and auditory problem, poor health, physical development, nutrition and glandular abnormality. The health of the pupil will likely affect his ability to learn and his power concentrate.( 4). Mental factors, like Attitude are more



or less of definite sort. However they play a large part in the mental organization stimulating effect upon the learner progress in school. A favorable mental attitude facilitates learning.(5). Emotional and social factors, personal factors such as instincts and emotional and social factors such as cooperation and rivalry, are directly related to a complex psychology of motivation. Crime efficiency and failure to learn are among the emotional and social catastrophes related to the failure of children to achieve a satisfactory place in a social and work group in the school and community. Moreover, Cruz et al.(1976) pointed out that timidity over-independence, inattentiveness, stubbornness and emotional instability are serious handicaps. Students fail to do their duties at school successfully due to one or more of these several reasons like they may have physiological difficulties; they lack the intellectual ability to do work required they may not be exerting sufficient effort of will to achieve result and they may lack the foundation and background of knowledge required. They may lack proper method of study, or the surrounding environment may not be suitable for learning (Kelly 1965). However, as stated by Aquino (1988), all the students may not have a perfect place but each student must try to make use of what he has.

As observed today, both parents have to work to provide the basic needs of the family. When a parents work, the children are sometimes neglected. The parents are tired upon arrival at home, and so they cannot attend to their children needs, specifically tutoring them in their studies ; often time absence can make a big gap



between parents and children. This creates unpleasant emotional which may turn into a full-blown resentment on the part of the children. In addition, this in turn may erupt into rebellion which becomes more accurate as days pass by, this neglect may lead to a diminution of parents authority. Quality time spent together is the most important factor in building healthy and wholesome parent and children relationship. No matter how busy parents are, time spent. It the children are much more precious than the salary the parents may have time spent. In this way it nourishes the child's esteem and encourages healthy family bonding (Hermida 1977). Furthermore, .Langbis (1945), stated in her study that poverty, plenty of work at home and non interest of parents in the progress of their children moderately affected hype academic performance of the students.

Educational background of parents can also affect academic performance of student. Belissario (1995), as cited by Baon (2001) stated while teacher are looked upon to teach students, parents have their assignments too. Even an illiterate parents can do a great job in encouraging his children to the school having a follow-up a on what the student are learning. He makes sure the student does his/ her assignment and that the child has conducive study environment. Further more Esmora (1990) found out that inability of parents to tutor their children due to illiteracy can affect reading leading to poor academic performance.

It has been emphasized that one who can make hard things easy is a real teacher. (Rivera 1982), asserted that to become one, the teacher must be aware of





two essential teaching skills the ability to determine, and ability to work and explain.

May (1946) as cited by Binay-an (2005) greatly emphasized the important of having qualified teachers in the field of teaching, stressed that one success of any program of instruction is conditioned by the ability of the teacher to teach. If there is failure at this point the whole structure fails hence, the implementation selection, relation and supervision of education will be affected.

Langbis (1995) stated that the teacher factor is significantly one serious of the cause of failure of students which is due to indifferent attitude of teachers toward their students and inability to do his duties as a teacher.

Dayag (2000), mentioned that good teachers are constantly on the alert for methods and instruction materials or devices that will make learning meaningful with the wise selection and use of variety of instructional materials.

The teacher plays a great role in the academic performance of the students. Langbis et al. (1977) stressed that to promote learning effectively, a teacher must know not only what (subject matter), but also how (method) to teach.

Furthermore, Binay-an (2005), interpreted role its expectation and performance as two factors brought about by the interplay of three conditions; (1) a person cannot enact role for which he lacks the necessary role expectation and the unspecified objects, (2) role in society is the prescribed action where in these role is always present in the society; and (3) roles are norms that apply to categories of



persons where some essential characteristics of person define the membership category.

Teacher's attitude such as being impatient to teach the learner, scolding students and being too strict affect the academic performance of students. In addition the teacher personal factor which reflects to those essential characteristics and traits assumed to have relation to role performance of the teacher which affects academic performance of students. Moreover, the age of the teacher affect the perception of his performance in teaching. Hence the older the teacher as the higher is the level of role performance (Bocalan 1996). This is so because as he is grown older, his personality and view also change. If his growth is coupled with professional development, then changes will takes place, not only in the appearance but also in behavior habits and motivation and biological make-up and cognitive abilities.

Professional occupation has educational prerequisites to allow qualifying for the job so the higher the educational attainment, the higher the level of role performance. This is so because both knowledge and intelligence, which are correlated with educational attainment, which may influence an individuals perception of his role performance.



### Remedial Measures To address the factors negatively affecting the Academic Performance

Teenagers expect the “grown- up world” to be as it “ should be “ that is with out hierocracy and inconsistency. Thus they react emotionally to situation which intrude upon their idealism. Wise staff members learn to discern the difference between individuality and rebellion.

A child who questions authority is not necessarily being rebellious. He may simply need an answer to what appears to be inconsistent or wrong from his youthful perspective. Youth will “try” adult values to determine their validity. As such, Adults sometimes confess sincere interest in “knowing.” Teenager experience communicating and often inadvertently they sound threatening when they simply are asking, because inexperience and impatience. When they are not handled properly at this point, they get frustrated, disillusioned, and “turned off”

Even teenage rebellion may be based on inconsistencies seen in adult’s authority. Rebellion cannot be overlooked nor should individuality and creativity-for they are the substance of growth and development when adults who are sensitive to youthful attitudes and idealism will be more effective at motivation. Sensitive staff members learn to listen to all sides of issues, letting the accused “express his position or justification for his actions with out overlooking the need for correcting poor attitudes.(ACE manual 1979 ).



Getting tough in a nice way is one way of disciplining students. It is a preventive action. Training a student for leadership requires consistency in love and discipline. By nature, he rebels against controls which suppress his carnal desires. Unchecked by discipline, these desires will lead to life of “pleasurable” activities but not productive achievement. Students mature best when supervised and trained by consistent tough- minded people who realize that true love for youth is best manifested by controlling students’ carnal appetites.

Controls must be placed on youth in the form of dress codes, conduct standards, and activity restraints, to allow freedom to experiment with careless social behavior is not to love them. Love is seeing the consequence of the carelessness and placing the necessary controls to prevent harm from wrong.

When a student neglects his responsibilities, staff members have a choice of responses; chastisement is the easy way out. A Staff member who scolds, castigates with biting remarks, or actually grabs the students by the shoulder and shakes him is not exhibiting Biblical character. ACE Manual ( 1979 )

Correction employs inward motivation to help the students mature and assume responsibility while preserving his dignity. The response is more easily accomplished when correction is conveyed with loving expression in one eyes and tone of voice. The students then feel your concerns rather than your frustration. Correcting a student’s behavior should always have as its ultimate object the drawing of the students soul to Biblical standards.



### Conceptual Framework

The success of teaching depends much on the strategies and proper preparation of teaching the program. It is further considered that instructional facilities and equipment are in the successful development of learners as well as the teacher. As such the more appropriate the methods and strategies used, the better is the learning and development of the students. Likewise, when teachers possess the appropriate preparation and training, the more positive the effect of the program on the fast changing society. However, the less appropriate the preparation training and strategies used coupled by negative characteristic, the more are the negative effect.

Therefore, Academic performance of students may be greatly affected by these many factors, like enhance academic performance of students, the negative factor, and the remedial measure that affect their academic performance.



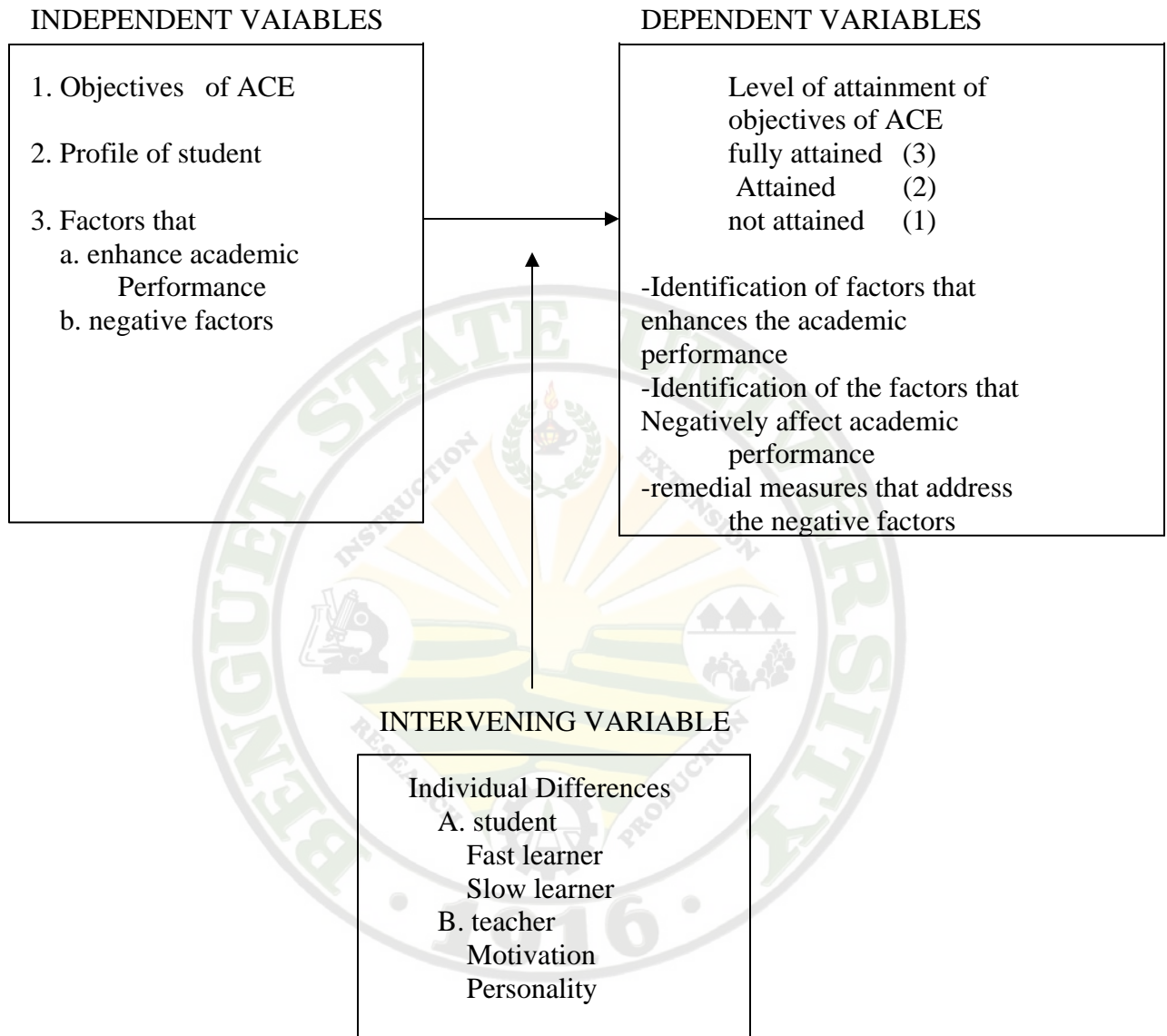


Figure 1. Paradigm showing the relationship of the variable of the study.





Figure 2. Map of the Cordillera Administrative Region (CAR) showing the location of the study.





Figure 3. Map of Benguet showing the Location of the study.





### Definition of terms

For the purpose of clarity and easy understanding, the following terms are defined operationally.

Academic performance. This refers to the achievement by the students in all areas of learning.

Accelerated Christian Education. It is a system of the curriculum, whose philosophy, materials and methodology are Biblical. It is individualized learning, achievement oriented and non-graded and Bible-centered curricula. Its school program is built upon the 60 character values.

Enhance factor. This refers to the reward for each achievement of students.

Factors affecting performance. It refers to the factor that enhance, negative, and remedial measures

Monitor. This is an aide to the supervisor who answers non academic questions for the students.

Negative factor. It refers to the things or attitude of students that disturb them.

Objectives. It refers to the goals of accelerated Christian education to develop and teach to the students

Remedial measure. This refers to the thing being done by teachers to strengthen each weakness or wrong doing, failure of students.



PACE. This is an acronym for Packet of Accelerated Christian Education material being used by the students to study.

Students profile. This includes the age; gender; and the year level.

Supervisor. She/ he is a professional staff member that inspires and motivates students to perform at maximum potential.

### Hypothesis of the Study

The following are the hypothesis of the study.

1. There are significant differences on the level of attainment of the objectives of Accelerated Christian Education.
2. The level of attainment of the factors that enhance academic performance of ACE students differ significantly.
3. The degree of seriousness of the negative factors that affect the academic performance of ACE students differ significantly.
4. The level of effectiveness of the remedial measures to address the negative factors affecting the academic performance of the student differs significantly.



## **METHODOLOGY**

### Locale of the study

The study was conducted to the different Accelerated Christian Education (ACE) School in Benguet during the school year 2005-2006, namely Grace Mountain Mission (GMM) at Sinipsip, Buguias, Benguet, and United Church of Christ in the Philippines (UCCP) at Cabanao, LaTrinidad, and Benguet. Gods Lamp Academy (GLA) at Betag Latrinidad Benguet, Central Balili Wesleyan Academy (CBWA) at Balili LaTrinidad Benguet. Grace Mountain Mission, The founders faith; ministry which began in the Philippines 1976. It actually began in Indonesia. With visas becoming increasingly more difficult to arrange with Dr, Smith, a missionary of Wesleyan Church, Bro. John Visser to the Philippines the founder of the institution. He then entrusted the children to the care of Rev. Smith in Indonesia and proceeded to the Philippines with Mr.Bagun, an Indonesian assistant. The Philippine Wesleyan Church graciously made available a Bible school that had closed. This was where they opened a facility to care for children and thus the work began on the present facility at Sinipsip, Benguet on the high mountain ranged. Bro John Visser, the first two children were admitted. Mrs. Garcia, the General Superintendent's wife, recommended two boys who came from Manila. Shortly after two more were brought to the school by a local pastor and admitted to the facilities. After this, Bro John Visser went on a weekend to visit several small mountain



churches. At the end of each service children were offered to Bro John; thus they returned home with 14 boys. Abp. Jan Visser, “A Mission Founded on Faith.”

The said schools common strategies in stressing and impressing Biblical values. Figure 2 shows the map of the study.

### Respondent of the study

The respondents of the study are 70 ACE students from grade four to fourth year and 10 ACE teachers. It is presented in Table 1.

### Profile of students and teacher Respondents in the ACE schools

Table 1. Profile of Respondents

#### **a. Students Profile**

Particular	Frequency	Percent	Rank
<b>Age</b>			
9 – 13	41	58.57	1
14 -18	27	38.57	2
19 above	2	2.85	3
<b>Total</b>	<b>70</b>	<b>100</b>	
<b><u>Year level</u></b>			
Grade IV	10	14.28	2
V	14	20	7
VI	28	40	6
1 <sup>st</sup>	11	15.71	1
2 <sup>nd</sup>	2	2.65	4.5
3 <sup>rd</sup>	3	4.28	3
4 <sup>th</sup>	2	2.65	4.5
<b>Total</b>	<b>70</b>	<b>100</b>	
<b>Gender</b>			
Male	41	58.57	1
Female	29	41.42	2
<b>Total</b>	<b>70</b>	<b>100</b>	
<b><u>b. teacher s profile</u></b>			
<b><u>age</u></b>			
21 – 30	9	90	1
31-40	1	10	2
<b>Total</b>	<b>10</b>	<b>10</b>	



length of service			
1 – 5 yrs	4	40	2
6 – 10 yrs	6	60	1
<b>Total</b>	<b>10</b>	<b>100</b>	
<u>educational qualification</u>			
BEED with MA units	6	60	2
BSAE with MA Units	1	10	3
Other	3	30	2
<b>Total</b>	<b>10</b>	<b>100</b>	
<u>Ethnic affiliation of classes</u>			
Ibaloi	2	20	2
Kankanaey	7	70	1
Ilocano	1	10	3
<b>Total</b>	<b>10</b>	<b>100</b>	

The age of the student respondents ranges from 9 to 19 and majority of them are 9 – 13 years old; and are grades four who are most males.

The greatest number of teachers ranges in age from 21 – 30 years. They have been teaching for 6 – 10 years. Majority of them is a graduate of Elementary Education with Materials Arts Units, and most of them are kankanaey.

### Instrumentation

A questionnaire was the main instrument used in gathering of data. Its components are the following. The profile of teachers and students which includes sex, age, year level, for teachers' educational attainment, length of service, ethnic affiliation. To find out the level of attainment of the objectives of ACE, the factors that enhance academic performance of the students, the negative factors that affect the performance of the students, and the remedial measure to address the negative factors that affect the performance of the students.



### Data Collection

Copies of final and approved questionnaires were administered during the third week of June , 2006. The researcher personally delivered the copies of questionnaire to the ACE schools in Benguet, and they were retrieved after two weeks.

### Data Analysis

In this study, the researcher used statistical tools such as weighted means, frequency count, and percentage to describe the data.

The t - test is used to test the hypothesis. One tailed test is used to determine the significance of the hypothesis.

$$t = \frac{X - Mo}{S / \sqrt{n}}$$

Where;

X – Mean of Sample

Mo – Mean of population

$$S = \sqrt{\frac{N(\sum X^2) - (\sum X)^2}{N}}$$

n – number of respondent

S – Standard Division



## RESULTS AND DISCUSSION

This section presents the analysis of the academic performance of Accelerated Christian Education students in Benguet.

### The Level of attainment of the Objectives of ACE

The levels of attainment of objectives of Ace are shown on Table 2. As presented, all of the objectives are uniformly attained as shown by the overall weighted mean of 2.32.

In addition the level of attainment of the objective of ACE does not differ significantly as shown by the t value of 12.5 at 0.05 level of significance. The hypothesis therefore, that there are significant differences on the level of attainment of the Objectives of Ace, is rejected

Furthermore, the finding implies that measures to elevate to the full attainment of the objectives of ACE are needed. As mandated in the SCHOOL OF TOMORROW PROGRAM, teachers who are working in this kind of institution should implement high tech individualized curriculum and learning process using the five laws of learning. These are the following 1.) A child must be placed on the level of curriculum where he can perform. 2.) Child must be controlled, 3.) He must be motivated, 4.) His learning must be measurable, and 5.) His learning must be rewarded.; To introduce and reinforce traditional values that will



increase personal responsibility, that biblical education being inculcated in one life could serves as a guide in formation of character that is beneficial to

Table 2. The Level of Attainment of the Objectives of ACE

<b>Objective</b>	<b>weighted mean</b>	<b>Description</b>	<b>Rank</b>
1. To implement high tech individualized Curriculum and learning process using the five laws of learning	2.40	Attained	1
2. To introduce and reinforce traditional values that will increase personal responsibility.	2.40	Attained	2
3. To reduce the rate of drop-out and failure through Academic Softy nets.	2.30	Attained	3
4. To increase social awareness of educational reform.	2.20	Attained	4
<b>Total</b>	<b>2.325</b>	<b>Attained</b>	

	tc -12.5	t. 05 = 2.32
Legend; Not Significant		
:	Statistical Limit	Description
	2.50 – 3.0	Fully Attained (FA)
	1.50 – 2.49	Attained (A)
	1.00 – 1.49	Not Attained (NA)

participating in building Christian commitment wherever they may be; another this is one way to reduce the rate of school drop-out and failure through Academic safety nets and quality control. It provides a Theistic course of study that not only believe that the Bible is an accurate word of God but they teaches Godly principle that help students to live by God's word. Every PACE quotes scripture and carefully planned to enable the child to memorize Gods word easily where each PACE contains character values and character cartoon which inspire the child to live quality consistent with the character trait of





the Lord such as generosity , honesty, discreetness and consideration for others. To increase social awareness of educational reform, as mentioned by Stephen ( 1975 ), he pointed out that in education the teacher deals with the whole child, and he must be concerned about his physical welfare be developed to provide the path which he may be. His basic of his learned in the school will now determine the future make-up of his own conviction. This conviction is the most important part in all aspects of his development. Furthermore, the purpose of Christian education is to provide the basic foundation whereby students can be molded and shaped . So, in the continuing process, he/she may be able to develop his character which is desirable that could become the guide for his life. It is then vital that students be given chances of acquiring education for better preparation in life.

The finding coincides with the ACE function as agencies that are aimed at accomplishing the great commission. Furthermore, Henry ( 1977 ) stated that a Biblical-centered curriculum is designed to accomplish this objective. As such, a curriculum improvement and refining is one of the most important task confronting Christian education. Such curriculum should be geared and available not only to one phase of Christian program like the ACE school , but should be adapted to additional weekly activities, to attain this purposeful and cohesive programming around the permeating Objectives of Christ- like attitudes,



Hence, the foregoing finding indicated that there is no question on the way the objective of Ace are being attained. This means that it will act as a spring board for greater work in educating and molding young people.

Level of attainment of the Factors that Enhance Academic Performance of ACE Students

Table 3. Presents the level of attainment of the factors the enhance the academic performance of the ACE Students. As shown, the levels of attainment of the factors that enhance the academic performance of the ACE students were generally attained. The factors that were not attained are the following: Bible memory trophy , A slip of Paper with an identification mark, Character trait award, Character award, Honor roll award, and weekly field trip, The factors attained are congratulation slip, Privilege status ACE, Green dot, and the fully attained was the Star.

Since the computed value of 3.00 is higher than the critical value of 2.365 at 0.05 level of significance, the hypothesis, that there are significant differences on the factors that enhance academic performance of ACE students, is accepted.

The finding implies that only Star is fully attained which is given to the students after finishing a PACE TEST that is being put in their progress chart in front of their office, followed by the congratulation slip that is given to the students every



<u>Enhance Academic Performance</u>	<u>Weighted mean</u>	<u>Description</u>	<u>Rank</u>
1. Star	2.60	Fully attained	1
2. Congratulation slips	2.39	Attained	2
3. Privilege status	1.80	Attained	3
4. Green dot	1.58	Attained	4
5. Bible memory trophy	1.46	Not Attained	5
6. A slip paper w/ an identification mark	1.38	Not Attained	6
7. Character trait award	1.36	Not Attained	7
8. Character award	1.28	Not Attained	8
9. Honor roll award	1.19	Not Attained	9
10. Weekly field trip	1.11	Not Attained	10
<b>Average</b>	<b>1.61</b>	<b>Attained</b>	

$t_c = 3.00$

$t_{.05} = 2.355$

Legend; Significant

Statistical Limits

Description

2.50 – 3.0

Fully Attained

(FA)

1.50 – 2.49

Attained

(A)

1.00 – 1.49

Not Attained

(NA)

The findings imply further that lesser focus is given on the items of enhancing academic performance in the students. This could be due to lack of finance. It is a fact that most of the students are not fully motivated so it is up to the teacher to trigger that internal or intrinsic motivation, some teacher claim that motivation is an important ingredient of learning because the spring



board for students and teacher alike is to move forward and make the teaching –learning situation productive.

The result further corroborated with the finding of Taqued Jr. ( 2004 ), that the fact that no matter how much outward motivation is given to learners if their satisfaction level is not met, the motivation may not effectively work. For this reason, students who are well motivated will go further more in finishing what is required of him to finish if it is satisfying and self-perpetuating. Furthermore, when students feel that they are learning , he tend to know more and would work hard to learn or finish more.

The result showed that other benefits to improve students' achievement would be socialization and individual self direction. Poor quality of instruction in single grade program, may also result to poor students achievement therefore, if a person is properly motivated, he comes out with better results and successful.



### Negative Factors that Affect Academic Performance of ACE Students

As presented in Table 4, the degree of seriousness of the factors that affect the academic performance of the students is generally serious. Specifically, the factors that were rated as serious are: difficulty in attaining goals for the day, inadequate goals, and the materials is too difficult, improper scoring, lack of participation, negative attitude of students toward remedial classes, and do not know Science /math formulas or grammatical rules. Difficulty in dealing with slow learner, improper diagnosis and prescription, does not correct error, especially on checkups and self test were rated as not serious.

The negative factors that affect academic performance of ACE students differ significantly, as shown by the t value of 74 which is lower than the critical value of 2.179 at 0.05 level of significance. The hypothesis therefore, that there are significant differences on the factors that affect academic performance of ACE students, is accepted

Based on the findings difficulty in attaining goals for the day, inadequate goal setting, the materials is too difficult, improper scoring, lack of students participation, negative attitude of students toward remedial classes, inadequate concentration during PACE work, do not comprehend vocabulary, do not know Science/math formulas or grammatical rules were seriously affects the academic performance of students. In interviews, teachers reveal that most of the students are not making use



Table 4. The degree of seriousness of the negative factors that affect academic performance of students.

<b>Negative factors</b>	<b>Weighted mean</b>	<b>Description</b>	<b>Rank</b>
1. Difficulty in attaining goals for the day	2.0	Serious	1
2. Inadequate goal setting	1.84	Serious	2
3. The material is too difficult	1.79	Serious	3
4. Improper scoring	1.78	Serious	4
5. Lack of student participation	1.76	Serious	5
6. Negative attitude of students toward remedial classes.	1.74	Serious	6
7. Inadequate concentration during PACE work	1.66	Serious	7
8. Did not comprehend Vocabulary	1.60	Serious	9
9. Do not know Science/math formulas or grammatical rules.	1.61	Serious	8
10. Difficulty in dealing with slow learner	1.45	Not serious	10
11. Improper diagnoses and prescription	1.38	Not serious	11
12. Does not correct errors especially on check-up and self test.	1.38	Not Serious	12
<b>Average</b>	<b>1.63</b>	<b>serious</b>	

tc = 74

t .05 = 2.17

Legend; Significant

Statistical limits

2.50 – 3.00

1.50 – 2.49

1.00 – 1.49

Description

Very serious (VS)

Serious (S)

Not Serious (NS)

of their time wisely. They do not follow the minimum pages that are needed to be finished in a day. In addition, they do not have enough confidence to ask help when needed but pretend to know everything, since teachers are too strict. Furthermore,



in the study of Alidao (2002), pointed out the indifferent attitude of teachers toward their students and, lack of commitment.

The factors that are not serious are the following: difficulty in dealing with slow learner, improper diagnosing and prescription, does not correct error especially on check -up and self test. Langbis et al (1977) stressed that to promote learning effectively, a teacher must know not only the subject matter but ways and means to win the students attention or inspire them in their studies.

Bocalan (1996), stressed that it is important that training and retaining of teachers and competence and sound knowledge be given much attention in order to make teacher responsible. Binay – an (2005) claimed, that in-service education activities designed purposely for teachers are held but these are so few to be of real help to the teachers.

The findings in this study collaborates with the report of Dayag ( 2000 ) citing the finding of Binay – an ( 2005 ), that learning center observation and follow up visit of administrator are so in frequent that the teachers could have thought of becoming lax . May ( 1946 ), as cited by Binay an greatly emphasized the importance of having qualified teachers in the field of teaching, such that the success of any program of instruction is conditioned by the ability of teacher to teach because if there is failure of this point, the whole structure fails.



Remedial measure to the negative factors that affect academic performance of the students

Table 5. presents the level of effectiveness of the remedial measures to address the negative factors that affect academic performance of students. As shown, few of the remedial measures are fully effective, which are demerits, and strive for an immediate success factor. The slow students take a minimum of one PACE test per week; diagnoses properly; demonstrate positive attitude; build trust; check goals regularly; explains and clarifies concepts not understood; limits the number of PACE being worked at a time; instruct average and above average to read the text before doing activities; have students complete each PACE with in three weeks\ students review vocabulary and definition when they get new the PACE; looks for sign of destruction, frustration confusion, or doodling; remedial classes; curtail unnecessary “flag waving”; spots check in PACE regularly are moderately effective. The overall level of effectiveness is moderately effective with the weighted mean of 2.00.

The same table reveals that remedial measures do not significantly differ, as indicated by the t value 0.05 lower than the critical value of 2.131 at 0.05 level of significance. The hypothesis, that the effectiveness of the remedial measure to address factors that negatively affect the academic performance of the students differs significantly, is then rejected.





Table 5 level of effectiveness of the Remedial measures to the factors that negatively affect academic performance of ACE students.

<b>Remedial Measures</b>	<b>Weighted mea</b>	<b>Description</b>	<b>Rank</b>
1. Demerits	2.54	Fully Effective	1
2. Strive for an immediate success factor	2.42	Fully Effective	2
3. Slow students take a minimum of one PACE test per week	2.28	Moderately Effective	3
4. Diagnoses properly	2.24	Moderately Effective	4
5. Demonstrates positive attitude	2.18	Moderately Effective	5
6. Build trust	2.18	Moderately Effective	6
7. Check goals regularly	2.16	Moderately Effective	7
8. Explain and clarify concepts not understand	2.08	Moderately Effective	8
9. Limits the number of PACE being work on at a time.	2.01	Moderately Effective	9
10. Instruct average and above average to read the text before doing activities.	2.01	Moderately Effective	10
11. Have students complete each PACE With in three weeks	1.94	Moderately effective	11
12. Students review vocabulary and definition when get new PACE	1.66	Moderately effective	12
13. Look for sign of destruction, frustration Confusion, or doodling	1.61	Moderately effective	13
14. Remedial Classes	1.60	Moderately effective	14
15. Curtail unnecessary “flag Waving”	1.55	Moderately effective	15
16. Spots Check in PACE regularly	1.51	Moderately effective	16
<b>Total</b>	<b>2.00</b>	<b>Moderately effective</b>	

Legend;	tc = 0	t .05 = 2.13	not significant
	Statistical Limits	Description	
	2.50 -3.0	Fully effective	(FE)
	1.50 – 2.49	Moderately effective	(ME)
	1.00 – 1.49	Not effective	(NE)



The finding implies that remedial measures to address the factors that negatively affect academic performance are moderately effective. To be fully effective the staff should exercise the “Umbrella Principle” whoever is under your authority is also under your protection: 1.) Pray for them; 2.) Be empathetic—feel their needs. Know them well; 3.) Encourage them after failure of test, projects, speech, song, and others, 4.) Provide remediation for weaknesses.

That Correction employs inward capacity to help the students mature and assume responsibility while pressing their dignity. The response is easily accomplished when a teacher conveys with love expressed in his eyes and tone of voice. With this situation The students then feel your concern rather than frustration, when correcting . in addition, in helping the students for remediation, the teacher should always have as its ultimate objective the drawing of the students to Biblical standard of life.

Getting tough in a nice way is one way to discipline students, and not only to one students .It is preventive action. Training a student for leadership requires consistency in love, and discipline. These desire will lead to “ life Pleasurable” activities are not productive achievement of students but this helps them mature best when supervised and trained by consistent tough-minded people who realize that true love for youth is best manifested by controlling students’ carnal appetites. Hence, Love is being of the careless and placing the necessary controls to prevent harm from wrong. (Procedures manual 2002).



## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### Summary

This study focused in determining the academic performance of Accelerated Christian Education ( ACE ) students in Benguet during the school year 2005 - 2006. The Objectives of the study are to determine the following: Level of attainment of the objectives of ACE; the level of attainment of the factors that enhance Academic performance; the degree of seriousness of the negative factors that Affect Academic performance ; and the level of effectiveness of the remedial measures to address the factors that negatively affect the academic performance of ACE students.

The study was conducted in the four ACE schools in Benguet. Namely Grace Mountain Mission ( GMM ), Sinipsip, Buguias, Benguet; United Church of Christ in the Philippines ( UCCP ), at Cabanas, La Trinidad, Benguet; God's Lamp Academy ( GLA ), Betag La Trinidad, Beguet; Central Balili Wesleyan Academy ( CBWA ), Balili LaTrinidad, Benguet. The respondents are composed of 10 teachers and 70 students.

Further, the data were collected through survey a questionnaire and interview. They were analyzed using the weighted mean, t – test and one tailed test.

The findings of the study are the following:



1. The level of attainment of the objectives of Accelerated Christian Education (ACE) is uniformly attained. The attained objectives are implemented in high tech individualized curriculum and learning process using the five laws of learning; to introduce and reinforce traditional values that will increase personal responsibility; to reduce the rate of drop –out and failure through Academic safety nets; to increase social awareness of educational reform.

2. The level of attainment of the factors that enhance the academic performance of Ace students differed significantly. The Star was fully attained, congratulation slips, privilege status, and green dot, were attained ; while the Bible, memory trophy, a slip with an identification mark, character trait award, character award; honor roll award; weekly field trip were not attained. Generally, all the factors were attained.

3. The degree of seriousness of the negative factors that affect academic performance of ACE students, differ significantly. The factors rated serious were difficulty in attaining goals for the day, inadequate goal setting, the material is too difficult, improper scoring, lack of students participation, negative attitude of students toward remedial classes, inadequate concentration during PACE work, do not comprehend vocabulary, the not serious were difficulty in dealing with slow learner, improper diagnosing and prescription, does not correct errors especially on check-up and self test. Generally, the degree of seriousness is serious.



4. The level of effectiveness of the remedial measure to address the factors that negatively affect the academic performance of ACE students does not differ significantly. The level of effectiveness of the remedial measure in general is moderately effective. The fully effective remedial measures are demerits, and strive for an immediate success factor. The moderately effective were slow students take a minimum of one PACE test per week, diagnose properly, demonstrate positive attitude, build trust, check goals regularly, explain and clarify concepts not understood, limit the number of PACE being worked at a time, instruct average and above average to read the text before doing activities, have students complete each PACE with in three weeks; students review vocabulary and definition when they get new PACE, look for sign of destruction, frustration confusion, or doodling; curtail unnecessary “flag waving”, and spot check I Pace regularly.

### Conclusions

Based on the findings of the study, the following conclusion were drawn.

1. There are no significant differences in the level of attainment of the Objective of ACE. However the overall level of attainment, is uniformly attained.
2. There are significant differences on the level of attainment of the factors that enhance the academic performance of ACE students.



3. There are significant difference on the degree of seriousness of the negative factors that affect academic performance of ACE students.

4. There are no significant differences on the level of effectiveness of the remedial measures to address the factors that negatively affect the academic performance of ACE students.

### Recommendations

Based on the findings, the following recommendations are forwarded:

1. The Supervisors and Monitors should provide the needed activities that will enhance and improve the achievement of the objectives of ACE so that it will be elevated to a higher level, that is, very much attained.

2. Supervisors, and monitors should give more weight on the stars and congratulation slips.

3. Staff and PTA members should give urgent attention to the serious factors that affect academic performance of ACE students.

4. Teachers should continue using the demerits and strive for an immediate success as remedial measures to address the factors that negatively affect academic performance of ACE students.

5. A similar study is recommended to ACE schools outside the location of the present study to validate the finding of the study.



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## Appendix A

Communication  
Benguet State University  
Buguias- Campus  
Graduate School  
Loo, Buguias, Benguet

June 10. 2006

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir:

May I conduct a research as part of our requirements in the graduate school of BENGUET States University Buguias-campus entitled, ACADEMIC PERFORMANCE OF Accelerated Christian Education (ACE) STUDENTS? With this regard, I am asking your office to grant me permission to administer the questionnaire to your students and teachers.

Rest assured that all information obtained would be treated with high confidentiality

Thank you so much and more power.

Respectfully yours,

Judith Delizo Rania



## APENDIX B

June 10, 2006

Dear Respondents,

Greetings!

The undersigned is presently conducting a research study entitled, “ACADEMIC PERFORMANCE OF Accelerated Christian Education (ACE) STUDENTS IN BENGUET”, in pursuing her Master Degree

Knowing that the questionnaire is a major tool in gathering the relevant data and information for the realization of this study, I then humbly seek your full support, cooperation as well as participation by answering honestly all the items in the attached questionnaire. Rest assured that your answer will strictly be kept confidential.

Your support will be valued most.

Thank you very much.

Very respectfully,  
JUDITH DELIZO RANIA  
Researcher



APENDIX C  
QUESTIONNIARE

I. A. Teachers' profile

Name \_\_\_\_\_ Age \_\_\_\_\_ Civil  
Status \_\_\_\_\_

Length of service \_\_\_\_\_

Educational qualification (Please Check)

BEED with MA Units

BSEED and units

BSAE with MA units

Others (Please Specify) \_\_\_\_\_

Ethnic Affiliation of classes; (Please check)

Ibayloi

kankanaey

Ilocano

Others (please Specify)

B. Objective of ACE

The following are the objectives of ACE, Please check the appropriate column the degree of attainment of each item.

Legend:

FA - Fully Attained (3)

A - Attained (2)

NA - Not Attained (1)

	FA	A	NA
1. To implement high-tech individualized curriculum and learning process using the five laws of learning.	___	___	___
2. To introduce and reinforce traditional values that will increase personal responsibility.	___	___	___
3. To reduce the rate of school drop outs and failure through Academic safety nets and quality control.	___	___	___
4. To increase social awareness of educational reform.	___	___	___



**I. Students profile**

Name \_\_\_\_\_

Age \_\_\_\_\_ sex \_\_\_\_\_ year level \_\_\_\_\_

**II. Factors affecting the Academic Performance****A. Enhance Academic Performance**

Direction; The following are to enhance academic performance of the students. Please check the appropriate column in which they are attained in your school.

Legend;

FA - Fully Attained (3)

A - Attained (2)

NT - Not Attained (1)

	FA	A	NA
1. Star	_____	_____	_____
2. Privilege status A C E	_____	_____	_____
3. Green dot	_____	_____	_____
4. Congratulation slips	_____	_____	_____
5. Weekly field trip	_____	_____	_____
6. Character award	_____	_____	_____
7. Honor roll outing	_____	_____	_____
8. A slip of paper with an Identification marks	_____	_____	_____
9. Bible memory trophy	_____	_____	_____
10. Character trait trophy	_____	_____	_____

**B. Negatives factors that affect Academic Performance**

The following are the negatives factors that affect the Academic performance .please check under the appropriate column the degree of seriousness of each .

Legend;

VS -Very Serious (3)



S	- Serious	(2)			
NS	- Not Serious	(1)			
			VS	S	NS
1. Negative attitudes of students toward remedial classes			—	—	—
2. Difficulty in attaining their goals for the day			—	—	—
3. Difficulty in dealing with slow learner.			—	—	—
4. Lack of students participation			—	—	—
5. Absenteeism			—	—	—
6. Improper diagnosis and prescription			—	—	—
7. The materials is too difficult			—	—	—
8. Inadequate concentration during PACE work.			—	—	—
9. Inadequate goals setting			—	—	—
10. Improper scoring			—	—	—
11. Does not correct errors, especially on checkups and self test			—	—	—
12. Did not comprehend vocabulary			—	—	—
13. Did not know Science /Math formulas or Grammatical rules			—	—	—
14. Others please Specify_____			—	—	—

**C. The following are remedial measures to the negatives factors that affect the academic performance. Please check the appropriate column the degree of attainment of each item.**

Legend;

- FE** - Fully Effective (3)  
**E** - Moderately effective (2)



<b>NE - Not effective</b>	<b>(1)</b>	<b>FE</b>	<b>ME</b>	<b>NE</b>
1. Remedial Classes		—	—	—
2. Demerits		—	—	—
3. Diagnose properly		—	—	—
4. Have student complete each PACE with in 3 weeks		—	—	—
5. Limit the Number of PACE being worked on at a time.		—	—	—
6. Students review Vocabulary and definition when a students get new PACE		—	—	—
7. Curtail Unnecessary “Flag Waving”		—	—	—
8. Spot-check in PACE regularly		—	—	—
9. Instruct average and above-average students to read the text before doing Activities.		—	—	—
10. Build trust		—	—	—
11. Check goals regularly		—	—	—
12. Strive for an immediate success factor		—	—	—
13. Slow students take a minimum of one test per week.		—	—	—
14. Demonstrate positive attitude		—	—	—
15. Look for sign of destructions, frustration, confusion, or doodling.		—	—	—
16. Explain and clarify concept not understand.		—	—	—
17. Others please specify _____		—	—	—

Thank you and more power!



## BIOGRAPHICAL SKETCH

Rania, Judith Delizo Rania, was born in Dog-gong, Taneg, Mankayan, Benguet on January 24, 1977, her parents are Pastor And Mrs. Salvador Delizo.

She finished her Elementary at Taneg, Elementary School, Taneg, Mankayan, Benguet. in March 1990., and her Secondary Education at Grace Mountain Mission , Sinipsip, Buguias, Benguet.in March 1999.

For her college education the researcher finished Batchelor of Science and Agricultural Education (BSAE) at BSU - Buguias-Campus, in March 1999. in August 2003 she passed the Licensure Examination for Teacher ( LET).

From 2000 to 2005 she was a high school monitor and supervisor at work she pursued her master of Arts in Educational Benguet State University, Buguias Campus, Loo, Buguias, Benguet. And is graduating this April 2007.

