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The Nongraded Instructional System And Learners Academic Achievement

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Abstract: The very purpose of the study was to find out the assessment of the learners on the nongraded instructional system and their level of achievement in Mathematics, Science, and English. The study used the descriptive-correlational method with the survey questionnaire as which has three (3) major indicators: the Teaching/Learning Approach, Role of Facilitators, and Evaluation System. Descriptive statistics such as mean and standard deviation and Pearson Product Moment or Correlation Analysis were also utilized. The learners assessed the nongraded instructional system in terms of teaching/learning approach, facilitator, and evaluation system. The assessment of learners on the nongraded instructional system shows that they agree with a mean of 4.05 on the teaching/learning approach; 4.15 on the role of facilitators; and 4.02 on the evaluation system, with standard deviations that show homogeneous responses among learners. The level of achievement of learners shows a mean of 30.86 in Mathematics; 29.32 in Science; and 34.11 in English, with standard deviations that show variations of scores by about 6 to 9 points. No significant relationship exists between assessing the nongraded instructional system and the learners achievement in Mathematics, Science, and English. It is recommended that the curriculum be retained because individualized instruction is efficient and that constant upgrading and evaluation be conducted to identify its strengths and limitations. The administrators may guide in realizing novel activities or programs that might lead to the vision that through the years, the unique system of instruction in the country would somehow influence for the higher achievement of the learners in totality.

Keywords: *Nongraded instructional system, academic achievement, Philippines*

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INTRODUCTION

Education around the world is continuously seeking for educational systems, teaching and learning methods and strategies that will suffice the needs of the students and the industry.

As our business world today is surrounded by highly technical machines, students and individuals are lured to spend most of their time on it. They are the great rival of our teachers for the students to devote their time on their lesson. The school must therefore find ways and means on how the lessons could be learned effectively, considering the learners other priorities and interests to motivate them and maximize learning.

In line with the changes and advances brought about by modern technology, the educational system in the country is in the process of setting forth innovations in techniques and processes of teaching. A lot of innovations have already been tried to meet the challenges of our present society.

As facilitator and responsible guide to their students, a teacher must be sensitive and responsive to the individual students problem and patterns of development within the society. To promote learning effectively, he must not only

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know what (subject matter) but also how (methods/approaches) to teach (Boonphadung, 2017; Lardizabal, 1991). Learners do not learn with equal facility or at equal rate considering their individual differences. The so-called high achievers are able to grasp new concepts and skills very quickly, while the low achievers need considerably more learning experiences before a new concept or skill is mastered (Alarcon, 1975).

It is the child who sets the pace of learning. A fast learner is given lessons appropriate to his rate while a slow one is not forced to learn as much as his classmates in the same period of time. Because learning is done in a sequential manner, a child who has acquired fundamental skills in a subject can proceed to the next level without waiting for the school year to be finished. Thus expectations, based on pupils capacities are individualized. No one is pressured to learn more if he can take only this much or no one is asked to wait if he is raring to proceed. The learning gaps, which occur in a regimented system, are thus filled in. It becomes easier to encourage individual progress and because lessons are given within a childs own capacities, it is likely that he accomplishes them with a deep feeling of satisfaction for his success which in turn encourages him to move on (Alarcon, 1975).

Learners regard themselves as a different and unique individual and accept their own strengths weaknesses and capabilities. Considering the fact that students are given the freedom to go their own way, their confidence is boosted and developed (Alarcon, 1975).

Background of the Study

From the study conducted by Ballesteros (1998), she cited that the Department of Education is continually seeking means to resolve some problems affecting classroom instruction. Curriculum planners and experts never cease in extending efforts on how to come out with efficient, effective, tested and well-proven curriculum materials, like laboratory guides and manuals to be used by teachers and students alike. Angelicum College, a nongraded school is one of the institutions that is trying to give the best for its learners. It is different from other schools with traditional set-up in terms of teaching methods. It uses unique teaching/learning strategies, characterized by supportive role of facilitators, and non-competitive evaluation system to make learning easier and more effective to learners. Teaching / learning strategies include individualized, self-paced learning, individual learning materials, mastery learning, open classroom, positive motivation and cooperative learning. In this teaching/learning strategies, learners learn on their own, considering their unique abilities, interests, and needs. Materials such as module are used for mastery learning. Learners can learn not only inside the classroom but anywhere through the use of learning materials called module. Learners can also learn from their peers through cooperative learning and peer teaching. The teacher acts as a facilitator of learning. The teacher gives full support to learners through diagnosing their problems and difficulties in the lesson. Teachers make themselves available to students for questions and other problems and also provide encouragement (Alarcon, 1975). Modules prepared by teachers serve as road maps to guide students in their learning. They assist teachers in creating more humanized learning environments. In such environments, the teachers role rather than being one presenting the information becomes one facilitating or managing the total environment for learning. In this new role, the teacher spends much more time with students as individuals and in small groups rather than talking to them in group of twenty, fifty or hundred (Alarcon, 1975). The Angelicum system is also referred to as the nongraded instructional system. This system encourages democratic processes in developing the skills desired and enables the learners to proceed at their own rates and move to more familiar aspects of the lesson with greater interest and better satisfaction along social and emotional needs (Alarcon, 1975).

The Angelicum system allows each child to work in its natural pace. The learner can do his school tasks without the usual time frame. The learners progress is measures by his personal capability to learn considering his condition and moods, degree of responsibility and maturity (Alarcon, 1975).

As Angelicum uses the nongraded system, the modules as learning materials contribute to the learners pace of learning. A learner can go fast or slow depending on his capacity to learn with the given time (Angelicum College, 2002). Module then can be a supplementary materials. They offer certain advantages to the teacher who chooses modular approach. With the modular approach, learners learning are well-facilitated (Creager & Murray, 1971). With the researchers teaching experiences in Angelicum College with nongraded instructional system, low achievement of some learners was a problem encountered. This study was conducted to identify if the nongraded instructional system has a significant relationship with the learners achievement. This study would provide learners, facilitators, and administrators an awareness on the result of the assessment of the nongraded instructional system and the level of achievement of learners in the nongraded instructional system. This would be a baseline data for improving

instruction. Furthermore, results of this study would also help them propose programs and projects to improve academic achievement of learners or to make necessary improvements and changes on the instructional system to suit the different abilities, needs and interest of learners. This nongraded instructional system could probably help learners find other alternatives other than the traditional settings of education, which will greatly consider their individual differences. Being the Angelicum facilitators the researchers decided to contribute and share whatever will be the good outcome of this study.

Statement of the Problem

The study aimed to find out the nongraded instructional system and its relationship to the learners achievement in Mathematics, Science, and English. More specifically, it shall give answer to the questions presented below.

1. What is the assessment of learners on the nongraded instructional system of Angelicum College in terms of:

1.1 Teaching/learning approach

1.2 Role of facilitator

1.3 Evaluation system

2. What are the learners achievement levels in Mathematics, Science and English?

3. Is there a significant relationship between the learners assessment of the nongraded instructional system and their selected academic achievements?

The research was limited only to the Angelicum Colleges nongraded instructional system, focusing on the teaching and learning approach, role of the facilitators and the evaluation system and its relation to the learners achievement in selected academic subjects.

Respondents were selected YS-11 learners of Angelicum College, Quezon City for the school year 2010-2011. This study was conducted from June 2010 to March 2011. A questionnaire was prepared and administered to the YS 11 learners to assess the nongraded instructional system, and the achievement test was administered to the same learners to determine their level of achievement. The questionnaire was assessed by 111 learners and the achievement test was answered by the same 111 learners. The assessment of the nongraded instructional system in relation to achievement was limited to the perceptions of the YS 11 learners as respondents.

The Angelicum System and Its Features

Nongraded education is one educationay system where learners of different ages and of different levels are taught in one classroom (Gaustad, 1992).

The research of Northwest Regional Educational Laboratory on Nongraded Primary Education (April 1993) has findings that support the nongraded grouping practices.

1. Nongraded produces higher achievements, and superior at times than traditional set-up.

2. In nongraded settings, students have better positive attitude and with higher self-esteem, good leadership skill and better school attendance.

3. Nongraded grouping minimize retention and improves relationships with parents and others.

4. Nongraded settings are preferred as it caters the need of every student (Cotton et al., 1993).

Research on Nongraded Programs

1. Research studies favor nongraded compared to the traditional school.

2. Students from nongraded perform better in academics compared to graded.

3. Nongraded improves students mental health.

4. The longer the nongraded experiences, the bigger the benefits the students get (Pavan, 1992).

According to (Cotton et al., 1993), “In view of the overwhelming research evidence in support of nongraded primary education, virtually every writer whose work was consulted in preparation of this report advocates widespread implementation of this practice”. De-Lara (1994); Siti Fatimah, Norhafizah, Noryanti, Rozieana, and Hassan (2015) conducted a study on the “Effectiveness of the Nongraded and Open classroom System of Education”. They found out that the nongraded system of education is effective especially the mastery learning method that it provides. But then it was discovered that the modular approach is viewed less enthusiastically. Hence, it is recommended to the school administration to conduct further studies on the modular approach to respond to the needs of the learners in a nongraded system of education. The approach needs to be assessed and monitored as regards its impact on the learners.

From the project evaluation conducted by (Gaerlan, Limpingco, & Tria, 2000) on the Angelicum nongraded system of education, she made the following conclusions:

1. Respondent groups have varied perceptions in rating the Angelicum system. Items rated "strongly agree" by some respondents were rated "not sure" by others.

2. Respondents ratings indicated their understanding of the Angelicum system.

3. There are no significant differences in the perception of respondent administrators, facilitators, learners, and parents on the Angelicum nongraded system of education, as shown by the computed F-ratio of 1.48 of the 0.05 level of significance.

4. On the whole, the four respondent groups generally agree on measures intended to help improve the Angelicum system.

5. There is a need for a development program to clarify some features considered "not sure" by the four respondent groups.

Angelicum College views a school as an organized structure with an academic system that is effective that helps to overall formation of each learner. The nongraded school becomes a factor for change of person and the society (Angelicum College, 2002).

The Angelicum System adheres to the theoretical framework and implements the practices of a nongraded system of education as envisioned by its founder, Alarcon (1975). The main goal is to provide the need of the learners with unique characteristics considering their individual differences (Angelicum College, 2002).

The main features of the system are summarized under the following categories:

Teaching and Learning Approach

Individualized, self-paced learning: The learners learn the curriculum at their own pace considering their own capabilities. Leaning happens through the use of an individualized learning materials such as modules. Learners are supervised and taught individually (Angelicum College, 2002).

Carin (1997) summarized the advantages of the individual instruction as follows:

1. Learners perform well if taught individually;

2. Gifted learners improve more their skills and talents;

3. Minimize behavioral problems;

4. Learners feel the support of their teachers in nongraded.

Hunter (1992) stated that the individualized instruction is not an end in itself, but rather a means to achieve learning successfully, economically, and predictably. It is an effective and efficient means for achieving learning goals as well as increasing student learning. She further said that individualization of learning task is based on the following premises:

1. Students learn at different rates. A task which is right for one learner may be wrong to the other who has already achieved that learning of for one who is not ready for it.

2. Learning is incremental. Some learning are foundations for other learning. A child can achieve complex learning only after he has mastered the simpler component of learning even though some children may take bigger or faster learning steps.

Individualized learning materials: Modules as learning materials are commonly used in implementing the nongraded system so as to provide the need of each learning for independent learning (Angelicum College, 2002).

Gaerlan et al. (2000) stated that the module as a learning material attempts to individualize learning and will help student master the lesson before proceeding to the next lesson. The module package may involve materials, which are portable. The student can take it to the library or to his home. The modules can be used individually or combined in a variety of different sequence.

Through modules, a variety of media can be developed, evaluated, and used to optimize instruction. The approach can be deliberately sequenced, tried out with students and revised until the maximum achievement is demonstrated by the most students. Careful evaluation makes it possible to predict the effectiveness of each module. A wide variety of media and activities can be incorporated into modules such as photos, films, models, studying demonstration materials, listening to audio tapes, conducting actual or simulated experiments and discussing subject matter with other learners and facilitators.

All sensory inputs can and should be available to the students to meet the objectives of the module. Each student can use any or all of the media and materials available (Gaerlan et al., 2000).

Bautista (1978) defined module as a teaching system that is self-contained, self-pacing and student controls and intensify his study. The modules provide active students participation and allow him to repeat any segment of the content until the minimum level of performance is achieved. In other words, this small package would provide the mastery of the lesson on hand. Given time, even slow learners could master the lesson. Likewise, the module could be a better medium for the integration of desirable values.

Mastery learning. The system focuses on the performance-based activities that will evaluate learners mastery of the lesson (Angelicum College, 2002). The basis of achievement and similar forms of teaching such as adaptive instruction and individualized instruction is to assure mastery of concepts and skills given through practice and drills " before progressing to a more complex concepts and skills". Mastery instruction accommodates varying rates of learning among students (Glasser, 1986).

Based on the study conducted by Hon (1990), the following are the conclusions made on the effect of nongraded to learners.

1. The mastery learning program produced significant effects on the immediate summative achievement in science and long-term retention of both the disadvantaged and nondisadvantaged students, but the disadvantaged students benefited more from the program.

2. Although nondisadvantaged students scored significantly better than disadvantaged students in the two immediate summative tests in science, mastery learning did reduce the achievement gap between these two types of students. In the case of long-term retention test, the achievement gap was nearly closed under the mastery learning condition.

3. Students taught by a mastery learning approach had higher academic self-concept than those taught by a nonmastery approach. The greater effect appeared to be for the disadvantaged students.

4. Disadvantaged students in mastery learning classes showed higher general self-concept than those in nonmastery classes. However, nondisadvantaged students in mastery and nonmastery classes had similar general self-concept.

5. Compared with their counterparts in nonmastery classes, both disadvantaged and nondisadvantaged students in mastery learning classes did not demonstrate more positive attitudes towards science.

In accord with the meta-analyses on mastery learning (Block & Airasian, 1971), this study found that students using the mastery learning program demonstrated higher levels of cognitive achievement and academic self-concept than their peers, who had received the conventional instruction. It should be noted that both disadvantaged and nondisadvantaged students benefited from the program. Some researchers, (Arlin, 1984; Slavin, 1994) argued that mastery learning method held back faster learners.

Levin (1987) asserted that mastery learning is qualified as an intervention in teaching students at risk of school failure. The results also support previous research (Amiran & Jones, 1982; Charoensuk & Jaipetch, 2017; Snow & Lohman, 1984) which indicated that, because low achievers typically did not diagnose their own learning weakness, they required more systematic and structured instruction.

Open classroom: The learners of different ages and different levels are taught in one classroom. The system believes that learning can happen anywhere in school even without giving walls to each level or grade (Angelicum College, 2002).

Positive motivation The system allows the students and let the learners find answers to the problems that arise which is also given support by their facilitator and other school staff (Angelicum College, 2002).

Cooperative learning: This encourages learners to improve learning having their peers in support of them rather than competing with each other (Angelicum College, 2002).

Role of Facilitator

Teacher as facilitator of learning: The role of the teacher is focused on facilitating each student rather than serving as a teacher for the whole class. The facilitator supports the need of each learner in learning (Angelicum College, 2002).

A learning facilitator presents to the learner the lesson he has to study either by class or individually. He has varied learning options for learners to choose from. The following learning strategies are suggested to learners who opt to work by pair, team or small group: self study, research work, action research, committee work, interview, book report, case analysis, problem solving, small group study session, cooperative learning, peer teaching, performing an experiment, etc. (Angelicum College, 2002).

From the study conducted by Untivero (2002) she cited that some critics feel that modules are devoid of human interaction. The criticism is valid if the teacher uses modules as an excuse to spend class time in the teachers lounge or

his office. The teacher should be available to answer students question and to provide encouragement if needed. When modules are used, the teacher is freed from the routine and repetitive activities of teaching the same material again and again. Once the module has been developed, the teacher is available to devote more time to the more important activities of teaching; inspiration, motivation, orientation, and personal contact. The teachers role becomes of diagnostician, the one who prescribes, and a resource person.

Evaluation System

No marking system and no retention or failure: Learners dont receive a failing grade for low scores, instead each is given ample time to master the lesson until such the stardards are achieved. A checkmark is given through the checklist of skills if a learner has accomplished the particular task with mastery (Angelicum College, 2002).

Self-evaluation: A learner is taught to keep track of his own accomplishment also with the aim to develop the learners value of honesty (Angelicum College, 2002).

Based from the literature reviewed, the importance of instructional system has an impact on students achievement. This serves as the framework of the study.

Research Paradigm

The research paradigm showing the possible relationship of the nongraded instructional system in terms of teaching/learning approach, role of facilitator, and evaluation system, and the learners achievement in Mathematics, Science, and English is shown below in Figure 1.

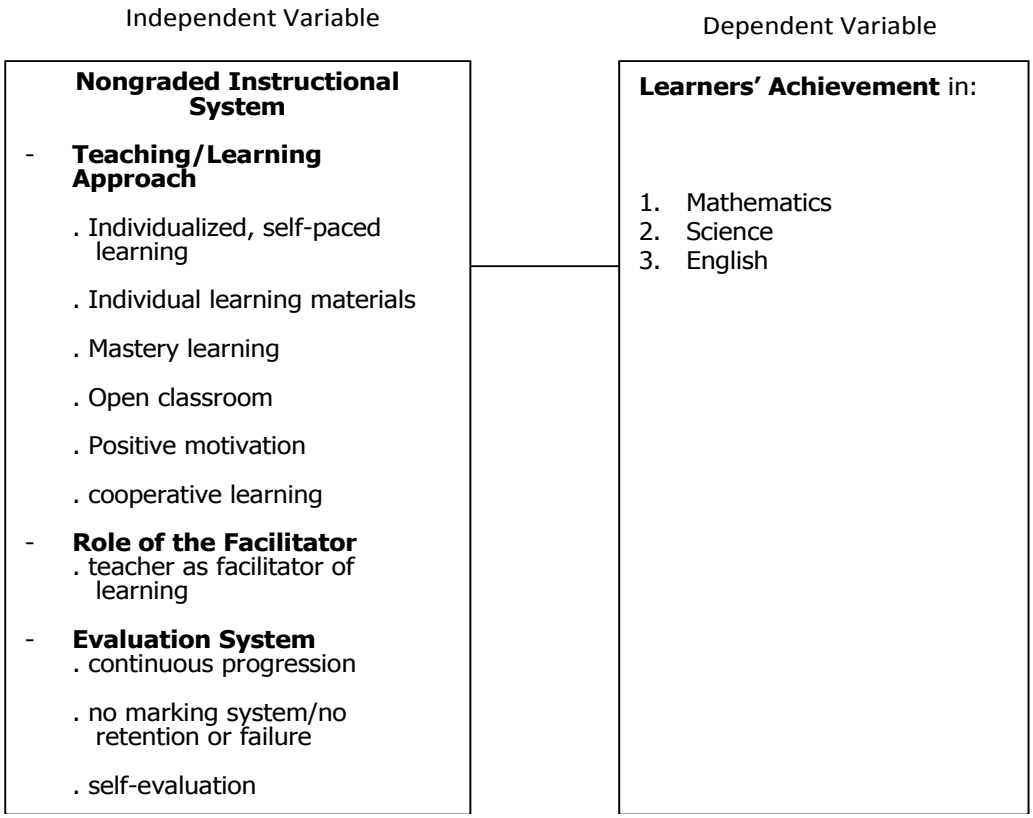

Figure 1 *The Research Paradigm*

The research paradigm shows the possible relationship of the nongraded instructional system in terms of teaching/learning approach, role of facilitator, and evaluation system, and the learners achievement in Mathematics, Science, and English. Teaching / learning approach consisted of individualized, self-paced learning, individual learning materials, mastery learning, open classroom, positive motivation, and cooperative learning. Role of facilitator consisted of teacher as facilitator of learning, while the evaluation system consisted of continuous progression, absence of marking system, retention or failure and self-evaluation.

Research Hypothesis

The given hypothesis was tested:

1. There is no significant relationship between the learners assessment of the nongraded instructional system and their achievement in Mathematics, Science, and English.

Definition of Terms

To facilitate clearer understanding, the following terms are given specific meanings in this study.

Achievement: this refers to the learners scores in the achievement test in Mathematics, Science, and English.

Nongraded Instructional Systemt: this refers to the educational system used by Angelicum College. In this study, the following categories are used: teaching/learning approach, role of facilitator, and evaluation system.

Teaching Learning Approach: this refers to the 10-item questions such as: instructions, learning opportunities, and movement within the curriculum are individualized to correspond with individual needs, interests, and abilities; the modules are sufficient to make the learners understand a particular skill or lesson, and the learning activities are properly directed and are suited to the learners needs, measured in a 5-point scale as follows: 5-strongly agree, 4-agree, 3-not sure, 2-disagree, 1-strongly disagree.

Evaluation System: this refers to the 10-item questions such as: the evaluation system is clear; it develops in learners worthiness because nobody fails; it develops positive attitudes towards school, classmates and teacher; increases self-esteem, self-motivation, and self-worth among learners; and improve leadership skill development and school attendance, measured in a 5-point scale.

MegaStat (Excel Add-in): this refers to the system used to get the summary of data or tables for analyses and interpretation.

Research Design

This study used the descriptive correlational method to find solutions to the problems raised in the study. The descriptive design describes what the present condition of a problem is. The phrase “what is” is the guiding line in trying to describe the present status of the problem. The researcher who employs this design is interested in the present value of the problem mainly because of the present involvement in the occurrence of having witnessed the development of events where the condition of the problem is influenced.

Correlational method was also used because the relationship between the independent and dependent variables were tested.

Population and Sample

The respondents of the study were the YS-11 learners of Mathematics, Science, and English.

The groups of respondents were selected from the six sections of YS-11 learners grouped heterogeneously. Three sections were selected through the use of cluster random sampling. Random sampling was done through the fish bowl technique by writing the six sections in small pieces of papers and placing them in a bowl. Three sections were picked up to get the selected learners as respondents. The respondents were the learners of Angelicum College for the school year 2010-2011.

The table 1 below shows the sample of selected YS-11 learners. The table shows the distribution of YS-11 learner-respondents by groups. The first group consisted of 38 learners. The second group consisted of 39 learners and the third group consisted of 34 learners, with a total of 111 learners as respondents.

Table 1 *Distribution of Learner - Respondents by Groups*

Respondents (YS-11 Learners)	No. of Respondents
Group 1	38
Group 2	39
Group 3	34
Total No. of Respondents	111

Data-Gathering Instrument

A researcher-made instrument was developed by Cresencio (2001) on the same study. There were two sets of questionnaires, one for the YS-11 learners to assess on the nongraded system and the achievement tests to identify their level of achievement. The first questionnaire composed of thirty statements on the nongraded instructional system consisting of three parts, namely: teaching/learning approach ten items, role of facilitator ten items, and evaluation system ten items.

The second set of questionnaire was the achievement test, a teacher- made test in Mathematics, Science, and English consisting of fifty (50) items for each subject being tested. The questionnaire was given to the YS-11 learners on the assessment of nongraded instructional system. In the learners assessment on the nongraded instructional system, the Likert scale was used as follows: 5-strongly agree, 4-agree, 3-not sure, 2-disagree, or 1-strongly disagree.

Validation of the Instrument

The first questionnaire was derived from the study of Cresencio (2001). After the finalization of the instrument, copies were produced and administered to selected respondents. The achievement test questionnaires are departmental tests, checked and edited by the subject coordinators, which had already been used by the learners for three consecutive years.

Data-Gathering Procedure

The study was endorsed by the members of the Team Principals, and was approved by Rector of Angelicum College.

With the permission of the school for the researchers to conduct a study, selected YS-11 learners were chosen as respondents. The facilitators-in-charge in Mathematics, Science, and English helped in administering the instrument to the learners. Each of the items was explained to the learners for further understanding and learners were encouraged to answer each item honestly.

Questionnaires were collected after answering. Answers were coded and tabulated for analyses and interpretation.

Statistical Treatment of Data

Data were coded to facilitate computation using the Excel Add-in, MegaStat. The following statistical treatments were used.

1. Mean and standard deviation were used to identify the assessment of learners on the nongraded instructional system.

2. Mean and standard deviation were also used to get the level of achievement in Mathematics, Science, and English.

3. Pearson Product Moment Coefficient or Correlation Analysis was likewise used to test if a significant relationship exists between the learners assessment on the nongraded instructional system and their achievement in Mathematics, Science, and English.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

For statistical analysis, the given null hypothesis was tested:

1. There is no significant relationship between learners assessment of the nongraded instructional system and their achievement in Mathematics, Science, and English.

Learners Assessment of Nongraded Instructional System

It is to be recalled that nongraded instructional system has three categories, namely: teaching/learning approach, role of facilitators, and evaluation system. Each of the categories has 10 items each. The items under each category are combined. Their means and standard deviations are shown in the succeeding tables. The learners conducted their assessment on the items on nongraded instructional system.

Learners Assessment

Table 2 shows the learners assessment on non-graded instructional system in teaching/learning approach, role of facilitators, and evaluation system. A total of 111 learners served as respondents in the study.

Table 2 *Learners Assessment of Nongraded Instructional System*

	Mean	*S.D*	Verbal Interpretation
A. Teaching/Learning Approach			
1. Instructions, learning opportunities, and movement within the curriculum are individualized to correspond with individual needs, interests, and abilities.	4.1171	0.65697	Agree
2. Individualized instruction is an effective and efficient means for achieving learning goals as well as increasing student learning.	4.0450	0.71842	Agree
3. A variety of learning materials and activities are organized for self-pacing through individualized learning packages called modules.	4.1171	0.73533	Agree
4. The modules are sufficient to make the learners understand a particular skill or lesson.	3.9369	0.89726	Agree
5. The modules contain the necessary information regarding the subject.	4.0360	0.84130	Agree
6. The learning activities are properly directed and are suited to the learners needs.	3.9910	0.79195	Agree
7. Instruction that is arranged in logical, progressive order and that matches materials and activities to individual needs and interest is most effective in fostering achievement.	4.0541	0.80722	Agree
8. Through open classroom system, learners believe that they can learn wherever they are, in the next room, in the playground, in the library, under the trees, or anywhere.	4.0000	0.87386	Agree
9. Facilitators listen to the learners with empathy, to let them get to the problem and the solution at their own pace and time.	3.9459	0.86169	Agree
10. Students learn from each other by brainstorming together, coordinating, networking efforts in a format that promotes the exchange of dialogue and ideas.	4.2252	0.68337	Strongly Agree
Over-all Assessment	4.0468	0.53101	Agree
B. Role of Facilitator			
1. The teachers main focus is on the students learning, rather than teachers teaching.	4.1802	0.71603	Agree
2. The teacher suggests alternative plans of action, provides resource materials and gives support and encouragement to learners.	4.1892	0.66761	Agree
3. The teacher assumes an unparalleled importance in learning, considering the purpose of education, which is the total development of the person and his eternal salvation.	4.1261	0.72760	Agree
4. The teacher is available to answer students question and provides encouragement if needed.	4.0991	0.81970	Agree

Table 2 Continuee

	Mean	*S.D*	Verbal Interpretation
5. The teacher aids in childrens development and diagnoses problem areas.	4.0901	0.75738	Agree
6. The teachers role is a diagnostician, the one who prescribes, and a resource person.	4.0450	0.69265	Agree
7. Teacher plays an active role in motivating and enhancing the learning process of the learners.	4.1261	0.78760	Agree
8. Activities including mastery tests prepared are attainable by the learners.	4.2432	0.66355	Strongly Agree
9. Objectives given in the module are attainable by the learners.	4.2072	0.75217	Strongly Agree
10. Teachers provide learners adequate knowledge and understanding of the nongraded system of education.	4.1712	0.77311	Agree
Over-all Assessment	4.1477	0.54720	Agree
C. Evaluation System			
1. The evaluation system is clear.	4.0360	0.89369	Agree
2. It develops in learners worthiness because nobody fails.	3.9009	0.78572	Agree
3. It develops social awareness and personal responsibility among learners.	4.0811	0.83269	Agree
4. It develops in learners intellectual honesty and freedom to decide on their own.	4.0811	0.82170	Agree
5. The learner monitors his own performance, keeps track of his own pace through a progress report chart.	4.0631	0.76609	Agree
6. The evaluation system develops positive attitudes towards school, classmates and teachers.	4.0450	0.84625	Agree
7. It increases self-esteem, self-motivation and self-worth among learners.	4.0721	0.82805	Agree
8. It improves leadership skill development and school attendance.	4.0450	0.76737	Agree
9. It improves relationship between classmates, parents and school personnel.	4.1081	0.70519	Agree
10. It encourages procrastination and laziness.	3.72977	0.97184	Agree
Over-all Assessment	4.0162	0.60129	Agree

The foregoing Table shows that the average assessment of teaching/learning approach is 4.0468. This means that the learners agree that among others, the schools salient features on how teaching/ learning is processed is very crucial on their chosen system of education. Item 10, which got the highest mean of 4.2252, stress out that learners strongly agree that they learn from each other by brainstorming, coordinating, and networking efforts because these promote exchange of ideas. Items 1 and 3 both yielded the second highest mean of 4.1171 which prove that the learners agree that individualized instruction correspond to individual needs, interests, and abilities and a variety of learning materials and activities are organized for self-pacing through individualized learning packages called modules. They also agree on item 7, with the third highest mean of 4.0541, which explains that logical and progressive instruction which matches materials and activities to individual needs is most effective in fostering achievement. Item 4 got the lowest mean of 3.9369 but still shows that the learners agree that modules are sufficient to make them understand a particular skill or lesson. The findings concur with the findings of Gaerlan et al. (2000), Glasser (1986), Hunter (1992), which indicates that individualized instruction is a means to achieve learning successfully, economically, and predictably. In respect to the assessment on the role of facilitators, the table shows the average assessment of 4.1477. This means that the learners agree that their teachers are certainly playing their roles as the main facilitators of learning. Item 8, which got the highest mean of 4.2432, explains that the learners strongly agree that their facilitators are preparing activities, including mastery tests, which they can attain. Moreover, they strongly agree on item 9, with the second highest mean of 4.2072, which proves that they can also attain the objectives which are given by their facilitators in the modules.

Item 2 yielded the third highest mean of 4.1892 for which the learners agree that their facilitators suggest alternative plans of action, provide resource materials, and give support and encouragement to them. Item 6 got the lowest mean of 4.0450, but still shows that the learners agree that their teachers role is a diagnostician, the one who prescribes, and a resource person.

In the learners assessment on the evaluation system, the table shows the average assessment of 4.0162. This proves that the learners agree on how the evaluation system is being carried out in the school. Item 9, which got the highest mean of 4.10.81, stress out that learners strongly agree that the system improves relationship between classmates, parents, and school personnel. Items 3 and 4 both yielded the second highest mean of 4.0811 which prove that learners agree that the evaluation system develops them to become socially aware and responsible. Likewise, it also develops them to possess intellectual honesty and freedom to decide on their own. They also agree on item 7, with the third highest mean of 4.0541, which explains that the evaluation system increases their self-esteem, self-motivation, and self-worth. Item 10 got the lowest mean of 3.7297 but still shows that the learners agree that the evaluation system encourages procrastination and laziness. The findings concur with the findings of Northwest Regional Education Laboratory (April 1993), which indicates that nongraded settings develop more positive attitude toward school, classmates and teachers as well as social and leadership skill.

Generally, the learners agree on the importance of the teaching/learning approach, role of facilitators, and evaluation system of Angelicum College.

Achievement Levels in Mathematics, Science, and English

One problem tackled in the study is the learners achievement level. The areas where students levels of achievement were taken are in the following subjects: Mathematics, Science, and English. The means and standard deviations in the three subject areas are shown in Table 3.

The Table below shows the sample of selected YS-11 learners.

Table 3 *Achievement Levels of Learners in Mathematics, Science, and English*

Subjects	N	Minimum Score	Maximum Score	Mean	*S.D*
Mathematics	111	14	50	30.86	8.827
Science	111	13	44	29.32	7.296
English	111	7	48	34.11	6.246

The foregoing table shows that the average achievement in Mathematics is 30.86. The standard deviation of 8.827 indicates that the scores of respondent vary by almost 9 points. The lowest score in Mathematics is 14 while the highest score is 50. On the other hand, the average achievement in Science is 29.32 with a standard deviation of 7.296, which indicates that the scores of respondents vary by almost 7 points. The lowest score is 13 while the highest is 44. The achievement in English shows the average achievement of 34.11. The standard deviation of 6.246 indicates that the score of respondents vary by almost 6 points. The lowest score in English is 7 while the highest score is 48. The variation of scores in the three subject areas are normally due to individual differences which implies that learners have different level of abilities in learning the lesson. The learners of Angelicum College consisted of slow, average, and fast learners. The scores represent the achievement of the learners based on what had been discussed or studied.

Relationship Between Assessment of Nongraded Instructional System and Achievement

Hypothesis in the study tested for the relationship between assessment of nongraded instructional system and learners achievement in Mathematics, Science, and English. Using correlation analysis, assessment and achievement was tested.

In this particular study, there is no significant relationship that exists between the teaching/learning approach and Mathematics. It shows a correlation value *(r)* of .138 with a significance level of .148 which is greater than .05.

Table 4 *Achievement Levels of Learners in Mathematics, Science, and English*

Area of Assessment	Area of Achievement		
	Mathematics	Science	English
Teaching/Learning Approach	.138	-.023	-.094
	(.148)	(.814)	(.327)
Role of Facilitator	.116	-.027	-.149
	(.225)	(.782)	(.119)
Evaluation System	.088	-.039	-.130
	(.361)	(.682)	(.172)

The correlation value *(r)* between teaching/learning approach and Science is -.023 with a significance level of .814. The correlation value of -.023 is too small to effect a significant relationship. The significance level of .814 is greater than the .05 standard level of significance. Thus, no significant relationship exists. There is also no significant relationship that exists between teaching/learning approach and English. It shows a correlation value *(r)* of -.094 with a significance level of .327 which is greater than .05

The correlation value *(r)* between role of facilitator and Math is .116. The significance level of .225 is greater than .05 level of significance. This shows no significant relationship.

Between role of facilitator and Science, the correlation value *(r)* of -.027 is too small to effect a significant relationship. Its significance level is .782 which is greater than .05 standard level of significance. Thus, no significant relationship exists.

There is also no significant relationship that exists between role of facilitator and English. It shows a correlation value *(r)* of -.149 with a significance level of .119 which is greater than .05

The correlation analysis between evaluation system and Mathematics also shows no significant relationship. The correlation value *(r)* is .088 with a significance level of .361 is also greater than .05 standard level of significance. No significant relationship also exists between evaluation system and Science. Its correlation value *(r)* is -.039, with a significance level of .682 greater than .05 level of significance.

The correlation value *(r)* between evaluation system and English is -.130 with a significance level of .172. The correlation value is so small to effect a significant relationship. The significance level of .172 is greater than .05 standard level of significance, thus no significant relationship exists.

The assessment on the nongraded instructional system by the YS-11 learners is neither related nor significant to their achievements in Mathematics, Science, and English. The study shows no significant relationship between the assessment of the nongraded instructional system and the learners achievement in Mathematics, Science, and English. These findings indeed, correspond to the findings of Cresencio (2001) on the same study.

As the learners agree to the importance of the nongraded instructional system, the findings suggest that the system of Angelicum College is sufficient and well-directed. It should be noted that the College has implemented the nongraded instructional system for the past 39 years. With these long years of implementation, the system must have been already perfected. The nongraded instructional system appears not a factor for achievement. Perhaps because when the learners enrolled, they accepted whatever system is given by the school, and thus, as evidenced in the study, it has no effect on achievement. The study reveals that there must have been other factors in the learners achievement. Further study in other areas is recommended to know some other factors on learners achievement.

It is a fact that there is no perfect system. At least, learners have options to choose from what system is suitable to their abilities, needs, and interests.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the relationship of the nongraded instructional system and achievement in Mathematics, Science, and English. Specifically, the study sought to answer the following questions:

1. What is the assessment of learners and facilitators on the nongraded instructional system of Angelicum College in terms of:

1.1 teaching/learning approach

1.2 role of facilitator

1.3 evaluation system

2. What are the learners achievement levels in Mathematics, Science and English?

3. Is there a significant relationship between the learners assessment of the nongraded instructional system and their achievement in Mathematics, Science, and English?

The summary of findings is as follows:

1. The assessment of learners on the nongraded instructional system shows that they agree with a mean of 4.05 and a standard deviation of .53 on the efficacy, effectiveness, sufficiency, and directions of teaching/learning approach; they agree with a mean of 4.14 and a standard deviation of .55 on the focus and support provided under the role of facilitator; and they agree with a mean of 4.02 and a standard deviation of .60 on the clarity and development of learners in the evaluation system. The learners agree on the importance of the nongraded instructional system which is categorized by teaching/learning approach, role of facilitator, and evaluation system.

2. The level of achievement of learners in Mathematics shows a mean of 30.86 with a standard deviation of 8.83, a mean of 29.32 with a standard deviation of 7.30 in Science, and a mean of 34.11 with a standard deviation of 6.25 in English.

3. No significant relationship exists between the assessment of the nongraded instructional system and learners achievement in Mathematics, Science, and English.

Conclusions

The following conclusions were drawn based from the findings of the study:

1. The learners agree on the importance of the nongraded instructional system in terms of teaching/learning approach, role of facilitator, and evaluation system.

2. The learners achievement levels in Mathematics and Science are lower than that of English. All the three subjects have a mean of more than one half of the total number of items.

3. There is no significant relationship between the nongraded instructional system specifically in teaching/learning approach, role of facilitator, and evaluation system, and the achievement in Mathematics, Science, and English.

4. The nongraded instructional system has no effect on the achievement in Mathematics, Science, and English.

Recommendations

In the light of the foregoing findings and conclusions of the study, the following recommendations are offered:

1. The curriculum should be retained because individualized instruction is efficient and well-directed and that constant upgrading and evaluation be conducted to identify its strengths and limitations.

2. Specific guidelines in module preparation should be strictly implemented so that the learners will be more assured that they will be equipped with the necessary skills to be acquired in a particular lesson.

3. The teachers should be reminded that facilitating learning should always mean for utmost supervision so that learners will not be confused, instead will be properly guided in all their endeavors.

4. More encouragement and motivation from the teachers should be highly observed so that learners would not imbibe the feeling of laziness and procrastination despite the systems distinctiveness for which they regard to as self-paced learning, no grades and eventually no failure at all.

5. The administrators may guide in realizing novel activities or programs that might lead to the vision that through the years, our unique system of instruction in the country would somehow influence the achievement of the learners in totality.

6. Further studies on:

a. relationship between teacher and achievement in other subjects and in different levels.

b. comparison of the achievement of learners between graded and nongraded system.

c. relationship between assessment and other aspects such as learners attitudes, self-concepts, etc.

d. generalizability of the study in other branch or grade levels in Angelicum College.

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