



PHILIPPINE – EMIRATES PRIVATE SCHOOL, LCC.
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**The Attitudes of Grade 8 and 9 Students towards the Current Grading System
In Philippine – Emirates Private School**

A Research Paper

Presented to the Faculty of Senior High School Department

In Partial Fulfillment of

The Requirements in Practical Research 1

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February 2020

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to the people who never ceased to support us in achieving this study:

To our parents, for inspiring us and supporting our studies. We won't be able to make it if not for them.

To our teacher, Sir Henry Nadong for his guidance and teachings throughout the study.

To our advisor, Sir Rafael Canobas for his assistance, patience, and caring nature. For being our second father of this school.

To the students and respondents for their consideration and participation.

And last but not least, our Almighty God for guiding us and being able to successfully achieve our goal.

APPROVAL SHEET

This thesis study entitled **“THE ATTITUDES OF GRADE 8 AND 9 STUDENTS TOWARDS THE CURRENT GRADING SYSTEM”** has been prepared and submitted by Jyra Mae Dela Peña Redugerio, Carmella Rei Van (E) Mojica, and Francyne Jane (L) Quiza in partial fulfillment of the requirements for the subject of Practical Research I, and approved for preparing and book binding.

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DEDICATION

The researchers would like to dedicate this study to the people as follows:

To our teachers,

To our loving parents.

To our fellow classmates and friends,

And lastly,

To the Almighty God.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	2
APPROVAL SHEET.....	3
DEDICATION.....	2
CHAPTER 1: THE PROBLEM.....	7
BACKGROUND OF THE STUDY.....	7
STATEMENT OF THE PROBLEM.....	8
RESEARCH HYPOTHESIS.....	9
SCOPE AND DELIMITATION.....	9
SIGNIFICANT OF THE STUDY.....	9
DEFINITION OF TERMS.....	11
CHAPTER 2: REVIEW OF LITERATURE.....	12
RELATED LITERATURE AND STUDIES.....	12
THEORETICAL FRAMEWORK.....	15
CONCEPTUAL FRAMEWORK.....	17
CHAPTER 3: RESEARCH METHODOLOGY.....	18
RESEARCH DESIGN.....	18
RESPONDENTS.....	18
RESEARCH INSTRUMENT.....	18
DATA GATHERING PROCEDURE.....	18
STATISTICALLY TREATMENT OF DATA.....	19
CHAPTER 4: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	
.....	20
TABLE 1.....	20
TABLE 2.....	20
TABLE 3.....	21
TABLE 4.....	21
TABLE 5.....	22
TABLE 6.....	22
TABLE 7.....	23
TABLE 8.....	24
TABLE 9.....	24
TABLE 10.....	25
TABLE 11.....	25

TABLE 12.....	26
TABLE 13.....	26
TABLE 14.....	27
TABLE 15.....	28
TABLE 16.....	28
TABLE 17.....	29
TABLE 18.....	29
TABLE 19.....	30
TABLE 20.....	30
TABLE 21.....	31
TABLE 22.....	32
TABLE 23.....	32
TABLE 24.....	33
TABLE 25.....	33
TABLE 26.....	34
TABLE 27.....	35
TABLE 28.....	35
TABLE 29.....	36
TABLE 30.....	36
TABLE 31.....	37
TABLE 32.....	37
CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	39
SUMMARY.....	39
CONCLUSION.....	40
RECOMMENDATION.....	41
APPENDICES.....	43
BIBLIOGRAPHY.....	43
SURVEY QUESTIONNAIRE.....	45
A. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	50
B. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	51
C. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	52
D. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	53
E. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	54
F. LETTER OF REQUEST FOR THE CONDUCT STUDY.....	55

RESEARCHERS' CURRICULUM VITAE.....	56
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ABSTRACT

The attitude of the students can affect the performance of their grades and the grading system that affects the students. Students' attitudes can likewise affect their interests in academic lessons and activities at school; when a student has done poorly, the academic performances and their health take an effect. As for the grading system, the outcome of their grades also affects the student themselves with the varieties of grading systems. The study investigates the students' attitude and the leading reasons behind it. Furthermore, the investigation also focuses on the relationship of the grading system and students. The results give students and teachers the knowledge to guide them in education. To understand the context in this thesis, an attitude of an individual is their mindset on what they are doing and how do they feel towards a person. In this case, what is the mindset of students in their performances? The performance of a student is an evaluation of their skills and knowledge from an observation of the teacher. The performance is a factor in producing grades in the grading system; a system consists of students' academic grades. An online survey is distributed to (71) selected respondents of grades 8 and 9 in the Philippine Emirates Private School. The total of respondents is calculated by the formula and selected randomly yet equally in each section. In conclusion, the outcome of the online survey illustrated the grades 8 and 9 students of the Philippine Emirates Private School are decently motivated to achieve good performances in the classroom and has difficulty in maintaining their grades. Further research is required for investigating the effective solution for students who have difficulties in motivation and sustaining performances.

CHAPTER 1: THE PROBLEM

BACKGROUND OF THE STUDY

In this study, we are gathering data from Grade 9 and 8 about what they think about the current grading system.

As a Senior High School Students in Philippine Emirates Private School, grades are significant to every student who wants to have a better future in life.

Guskey and Jung (2006) address there were drawbacks in standard-based grading scale (the points of 1-4 with each point have their own descriptions) and the traditional-based grading scale (the letter based and percentage based). While parents preferred the traditional-based grading since it is easier for them to translate, teachers are to combine the evidences into one mark. The students' proficiency in traditional-grading system can be interpreted in different meanings. For standard-based grading scale, teachers have the ability to describe the students' performance and to give parents a better look. The grade 8 and 9 students potentially misinterpret the grades as well; if the students think they failed in a particular subject, this might negatively impact their attitude.

In relation to standard-based grading system, Spencer (2012) illustrated Frank Noschese, a physics teacher of John Jay High School, created a method for students who were unable to accomplish the grade of A. This purpose is to help students move to easier concept to difficulty concept with a reward with no time restriction. When a student failed the quiz, they retake the quiz, experiment in lab, or explained their understanding to Noschese. What Noschese did was innovative and actually solved the students' attitude problem; but there are limitations if we apply Noschese's method, it would cost time and cause cramming for students and teachers.

STATEMENT OF THE PROBLEM

According to Berberoğlu and Kalender (2005), individuals know what they learned and used it in the future; they are also able to respond to the needs of the society. Erdoğan (2019) explained there are variables that affect the student's achievement such as family, school, social environment, skills and competences, and psychological state as cited by Erdoğan (2019). This is a possibility of a problem when addressing students' attitude. The variables Erdoğan (2019) mentions are the most vital cause of their attitude towards grading.

The Objectives of this research entitled “The Attitudes of Grade 8 and 9 Students towards the Current Grading System” are the following:

- Know the demographic profile of the students/respondents.
 - Name (Optional)
 - Age
 - Grade and Section
- Evaluate the degree of respondents’ motivation to achieve a high grade.
- Identify the leading reasons of the students’ motivation towards studying.
- Determine the respondent’s attitude to the current grading system.
- Ascertain the students’ readiness and preparation for their future career.
- Analyze the students’ overall grades and what subject they excelled in.
- Determine the students’ attitude towards their grades.

Here are the following problems that will be answered by the end of this research:

1. How motivated are the respondents to achieve a high grade?
2. What are the leading reasons of the students' motivation towards studying?

3. What are the attitudes of the respondents towards the current grading system?
4. How prepared and ready are the students toward their future job?
5. What are the students' overall grade and what subject they excelled in?
6. What are their attitudes towards their latest grades?

RESEARCH HYPOTHESIS

The attitude of grades 8 and 9 students is affected negatively by the grading system and the high expectations of their performance.

SCOPE AND DELIMITATION

This study is conducted in Philippine Emirates Private School. This study focuses on The Attitude of Grade 8 and 9 Students towards Grading System. The researchers have come from Grade 11 - Einstein, the same school as the respondents. The goal is to know the students' attitudes on their grade and their motivation for improving it.

SIGNIFICANT OF THE STUDY

In the academic society, the quality of the academic performance of the students are upmost importance to parents/guardians and the teachers. The quality relies on the students' attitude and their perspectives of their grades. Students' well-being is another factor of their attitude; if their well-being is poor, it will affect the quality of their academic performance in the grading system. Therefore, this study will help the students' performance.

The beneficial of the study is investigating the attitude of the student towards their performance in the current grading system. The outcome of the result can guide an individual, whether they are a teacher or a parent, to help students to maintain good habits and health at school and home.

This study will benefit to the following individuals:

Teachers. This study will benefit the teaching faculty staff and school. It will bring the awareness of the students' attitude so they will strategize their lessons and consider how to improve their students' skills and active performance in the classroom.

Parents. This study will benefit to the parents and guardians of the students. It is an important role of a parent to be conscious of their child(ren)'s well-being and performance at school. The study will let them consider how will they help their child(ren) at home and school.

Students. This study will benefit to the students. This study can give them knowledge and self-awareness such as how their attitude affects the performance of the grading system, whether it is positive or negative. It can help the students' life in school and at home when they are struggling maintaining grades.

Future Researchers. This study will benefit to the future researchers. It shares the information they need and have a permission to use this study as a reference and guide to help their study, as well as citing details. It will be greatly beneficial to us, researchers, as well by helping us expand furthermore into this study and help the students and their performance.

DEFINITION OF TERMS

Grading System. A system consists of every student's academic grades and CCA in each subject in education.

Performance. An evaluation of a student's skills and knowledge in a certain subject; this is an important use for grading.

Grading Practice. A method of handling grades and performances in a classroom by the teacher.

Pass/Fail Grading System. A grading system uses only pass or fail, pass or not pass, etc.

Letter Based Grading System. A grading system uses A, B, C, D, F marks.

Number Based Grading System. A grading system uses an average of 75-99. It is possible to go lower than 75.

Grading Inflation. An award of higher grades for students while decreasing their academic skills at school.

Attitude. A mindset of oneself towards a specific thing or someone.

Motivation. A strong mindset of oneself when they desire a goal to go for.

Stress. A hindrance of an individual's mentality that can affect overall themselves and their surroundings.

CHAPTER 2: REVIEW OF LITERATURE

RELATED LITERATURE AND STUDIES

In our research, this literature review is about high school students of grades 8 and 9 struggled in academic while carrying the burden of achieving high grades for their parents and guardians. Since grades cannot determine their actual effort, students were to cheat their activities and/or give no effort of understanding the topic but to memorize what the teacher highlighted.

Our main purpose for this review is to study the problem of the grading system and grasp the concept of grade inflation as well as analyzing the relationship between stress and students. For instance, how a student does handles their grades and how grades affect their mental health. The literature mainly focused on the problematic aspect of the grading system and grade inflation while the students' mental health is limited.

The grading system of DepEd explained the average of 75 and above is marked as passed in that subject. The score of 75 and below is a failure mark of a subject, students have to retake from the teacher of that subject or repeat the grade level next year (Llego, n.d.; Tanhueco – Tumapon, 2016). Almost all of these students in the Philippine Emirates Private School were well aware of the conditions of the grading system yet students have a chance to receive an average of 75 and below. Because students are diverse in characteristics, anyone could repeat the same mistake with the lack of interest while the others are motivated enough to redeem their grades. Students who lack the motivation to improve their grades, expect the lessons are not necessary and only meant to only increase the number of average. The students no longer have the focus on their grades and lost the excitement of learning. Although, it is not only the personal reasons of students that caused their inspiration for learning. Rather, one of the sources is the grading system.

Kohn (1999) has given a list of grading problems that affect the students and school itself; grades can reduce the students' interest in learning, taking on educated challenges, and it costs students' quality of thinking. Kohn also states it distort the curriculum, waste time, encourages cheating, and spoils the teachers and students' relationship in the school. In Kohn's perspective, the practice has not changed in elementary and middle school—which is why high school students are obsessive to get grades. The high school student questions if it's part of the grades, in his case, this is a sign that something is very wrong. Based on our understanding, the problems are common in most schools and need attention to solve. The problems of the grading system, given by Kohn (1999), frequently occur in the school environment such as students who were losing the love of learning and instead their attitudes are set to needing to be awarded an average of 75 and above. Resulting them to overburden themselves with work of any respective subject given by the teachers. These also affect the students who consistently awarded with below an average of 75 and perhaps lost themselves with no motivation to improve.

The data from the Organization for Economic Co-operation and Development (2017) demonstrates the students' impact of stress from grades. OECD (2017) as cited and given an example by (Pascoe, Hetrick, & Parker, 2019) conducted a PISA survey that involved 540,000 students within 72 countries and reported a 66% of students was stressed about poor grades and 59% reported that they were often anxious on taking the test even though they were prepared, the data shows the significant cause of stress to student was the education and academic performance. To this, we can apply the Grade 8 and 9 students of Philippine Emirates Private School as the potential cause of stress since most of the students experienced difficulties in education. Moreover, education and academic performance may also lack providing feedback towards students as they will not be aware of what they should work on. This also happened in grade inflation in the academic world.

Hunt & Fredrick (2007) and Felton & Koper (2006) as cited by Buice (2007) illustrates grade inflation increases the grade point without a corresponding increase of overall student ability, this was known to the academic world. However, Buice (2007) stated nobody knows what grade inflation is outside of the academic world and even they do, they don't think it's problematic to the pursuit of knowledge; he also stated grade inflation caused students' future and giving up on studying which ruined the purpose of education. However, Buice (2007) only focused on students who were only suffering and not the students who were motivated by grades. According to Kohn (1999) grades can also motivate the students but not how motivated the students are but how students are motivated. In this debate, we acknowledge the grading system where it gives proper feedback to the students, is more positively effective. The grading system can provide extracurricular activities to provide the chance for students to improve better whereas grade inflation does not care about the students' improvement in abilities but to be graded only by the works given.

In closing, the condition of the grading system for DepEd is at least getting 75 and above is what most students will aim for and yet some were not motivated to improve. Because of the grading system was flawed, it affects the students' mental health and attitude towards it. The problems of the grading system comprised students losing interest in learning, encouraged them to cheat since grades cannot determine our effort, it also affects the relationship between the students and the teachers, and many more. These problems affect the psychology of the students such as worrying that they would get poor grades and overworking themselves. As we learned that the data of OECD (2017) showed that the significant cause was education and academic performance. We also learned that our experiences towards grading system is similarly called the grading inflation, where it only increases the average grade and does not help the students with feedback. This is

when the students learned to 'pass' instead to 'learn' because of the lack of assistance. Overall, these pieces of literature give a useful insight into the grading system mostly than about students.

THEORETICAL FRAMEWORK

These are the theoretical framework pertaining to the behavior of students. What are the effects and causes diligence in their study or unable to maintain a good grade. These are Affect Theory of Social Exchange by Lawler and Theory X and Y by McGregor.

The first theory is Lawler's Affect Theory. Lawler (2001) demonstrates the Affect Theory of Social Exchange, a theory focuses on how and when emotions are created in social exchange and weakening or strengthening ties between social units (refers to relations, group, and network). Lawler (2001) first cited the definition of Social Exchange from Thibaut and Kelley (1959), Homans (1961), and Emerson (1972) Social Exchange means a joint activity consists of two or more actors have something the other values. The purpose of this exchange is to give benefit to the actor by transferring and returning the goods and behaviours from the other that actors cannot achieve alone. To continue, Lawler (2001) explains Affect Theory of Social Exchange has expanded the two main ways of exchange; reward and punishment outcomes. These outcomes affect emotions such as when an exchange is successful; the actors experienced an emotional uplift. In contrast, when an exchange is a failure, the actors experience an emotional downfall Lawler and Yoon (1996) as cited by Lawler, (2001).

In view of this theory by Lawler, it can be applied to grade 8 and 9 students' motivation to the grading system. To illustrate, in the study of Poorthuis (2015) as cited by Pyhäjärvi (2016) showed the lack of positive effect can give negative results such as the child whose parents did not encouraged them to get good grades are likely to be uninspired.

The social exchange between the parents and child occurred poorly due to the child unable to receive a value from his/her parents. Despite the Exchange Theory focused solely on human interactions and their emotions, grading can affect the student as a social exchange. When the grades are above and equal average of 75, the student is satisfied with his/her grades then vice versa.

In McGregor' theory, a deeper analyzation of the student motivation can be explained. A social exchange can also happen in the classroom between a subject respective teacher and the students. According to McGregor (2006), student motivation is associated with learning and created two theories as a basis for understanding and improving human motivation in the business world. He used these theories called Theory X and Theory Y or simply Theory X and Y, as an experiment in the science classroom. Theory X demonstrates the students who are incompetent in learning as seen by the teachers and lack of motivation to work (in business). Theory Y refers to students is inspired to learn and teachers provide the increased motivation for students. Theory Y employees are naturally motivated in the work environment (McGregor, 2006). From our point of view, McGregor's theories can identify the common attitudes of students as well as the teachers' reactions in Theory X and Theory Y. Moreover, we can understand more clearly the attitude of grade 8 and 9 students and identify which theory they belong to find the solution for Theory X.

In conclusion, the first theory that we found which the Affect Theory of Social Exchange by Lawler is talks about the social communications and affects the actors' emotions and how this theory can apply the students' emotions within social exchange. The second theory has two theories which are the Theory X and Theory Y by McGregor. Theory X refers to the unmotivated students while the Theory Y refers to the Motivated and inspired students who want to learn

CONCEPTUAL FRAMEWORK

Conceptual Framework provides the outline of the independent variables and dependent variables for students' attitudes on the grading system. Hypothesizing from observations and experiences in real life includes the literature and theories gathered for more knowledge.

The variables of the input are what influences to the students' attitude, which is our independent variable, and how they performed when it comes to grades. The main concern of grade 8 and 9 students in the mental health or the emotional well-being state. Furthermore, stress, student motivation, and student learning are connected to mental health. Parents/Guardians have the role to motivate their children in their studies. Similar to teachers, where they encouraged their students to help their studies. The social effect refers to how individuals are influenced by the society; If classmates are not active in the classroom, one student who was once active is influenced by them.

The dependent variable is the attitude of the grade 8 and 9 students in Philippine Emirates Private School towards the current grading system. After understanding the factors influenced the independent variable, we can identify each student and their attitude. Their attitude determined how they achieve their grades.

CHAPTER 3: RESEARCH METHODOLOGY

RESEARCH DESIGN

The study will utilize a correlative plan to secure the students' frames of mind towards the reviewing framework and inspiration. The researchers will utilize a quantitative descriptive method to assemble information and factual strategies to break down the information.

RESPONDENTS

The selection of students is randomly chosen from Junior High School of Grades 8 and 9 in Philippine Emirates Private School.

RESEARCH INSTRUMENT

The researchers will be using an online survey tool, Google Forms. The questioner will comprise of the required information for determining the Attitudes of Grade 8 & 9 towards the Grading System.

DATA GATHERING PROCEDURE

In terms of the gathering of data, the researchers will employ a formulated survey. They will do as follows:

1. The researchers will ask authorization from the Junior High School Teachers, Coordinators, and the Principal of the Philippine Emirates Private School.
2. The researchers will be distributing the link of the survey to the president of each class. The randomly selected students will answer the survey.

STATISTICALLY TREATMENT OF DATA

The data obtained from the researchers ' surveys will be measured, evaluated, and interpreted using the following sampling techniques:

1. Percentage

The percentage will be used to equate the students ' collected data with an alternative to another.

Formula:

$$\frac{f}{n} \times 100 = p$$

Where:

f = frequency

n = number of students

p = percentage as opposed to overall

2. Mean

Mean is used to obtain the average collected statistical data.

Formula:

$$X = \frac{\sum X}{n}$$

Where:

$\sum X$ = Overall score of respondents

n = Number of respondents

CHAPTER 4: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter will present all the data that was gathered during the process of the survey questionnaires. All data has been summarized into tables, with a summary and corresponding interpretation.

TABLE 1
FREQUENCY DISTRIBUTION OF THE RESPONDENTS IN TERMS OF AGE

Age	Number of Respondents	Percentage
13	19	26.8 %
14	21	29.6 %
15	27	38 %
16	4	5.6 %
Total	71	100 %

This table reveals that out of 71 respondents from grades 8 and 9, 29.8 % or 19 are aged 13, 29.6 % or 21 are aged 14, 38 % or 27 are aged 15, 5.6 % or 4 are aged 16. This reveals that most of the grades 8 and 9 are aged 15.

TABLE 2
**FREQUENCY DISTRIBUTION OF THE RESPONDENTS IN TERMS OF GRADE
LEVEL AND SECTION**

Grade Level	Number of Respondents	Percentage
Grade 8 Prudence	17	23.9 %
Grade 8 Compassion	13	18.3%
Grade 9 Simplicity	19	26.8 %
Grade 9 Purity	22	31 %
Total	71	100%

This table reveals that 23.9 % or 17 out of 71 respondents are from grades 8 Prudence, 18.3 % or 13 are from grade 8 Compassion, 26.8 % or 19 are from Grade 9 Simplicity, and 31 % or 22 are from grade 9 Purity. This reveals that the grade 9 Purity students have shown more interest in participating on the survey that was given to them.

TABLE 3
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' MOTIVATION TO
ACHIEVE A HIGH GRADE

I am motivated to achieve high grades	Number of Respondents	Percentage
Strongly Agree	26	36.6 %
Agree	40	56.3 %
Disagree	5	7 %
Strongly Disagree	0	0 %
Total	71	100%

This table reveals that, 26 respondents/students answered Strongly Agree, 40 respondents/students answered Agree, 5 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 4
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' MOTIVATION TO
ACHIEVE A HIGH GRADE

I believe grades are significant to me	Number of Respondents	Percentage
Strongly Agree	12	16.9 %
Agree	52	73.2 %
Disagree	7	9.9 %
Strongly Disagree	0	0
Total	71	100 %

This table reveals that, 12 respondents/students answered Strongly Agree, 52 respondents/students answered Agree, 7 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 5
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' MOTIVATION TO
ACHIEVE A HIGH GRADE

I have struggles when it comes to achieving grades, (Mental health issues, personal problems, etc.	Number of Respondents	Percentage
Strongly Agree	11	15.5 %
Agree	36	50.7 %
Disagree	16	22.5 %
Strongly Disagree	8	11.3 %
Total	71	100 %

This table reveals that, 11 respondents/students answered Strongly Agree, 36 respondents/students answered Agree, 16 respondents/students answered Disagree, and 8 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 6
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' MOTIVATION TO
ACHIEVE A HIGH GRADE

My parents are supportive and encourages me to get high grades	Number of Respondents	Percentage
Strongly Agree	24	33.8 %
Agree	44	62 %
Disagree	3	4.2 %
Strongly Disagree	0	0 %
Total	71	100 %

This table reveals that, 24 respondents/students answered Strongly Agree, 44 respondents/students answered Agree, 3 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 7
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' MOTIVATION TO
ACHIEVE A HIGH GRADE

My parents have high expectations of my grades	Number of Respondents	Percentage
Strongly Agree	23	32.4 %
Agree	37	52.1 %
Disagree	11	15.5 %
Strongly Disagree	0	0 %
Total	71	100 %

This table reveals that, 23 respondents/students answered Strongly Agree, 37 respondents/students answered Agree, 11 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 8

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' REASONS OF
THEIR MOTIVATION TOWARDS STUDYING**

I have a habit of studying before exams	Number of Respondents	Percentage
Strongly Agree	19	26.8 %
Agree	42	59.2 %
Disagree	9	12.7 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 19 respondents/students answered Strongly Agree, 42 respondents/students answered Agree, 9 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 9

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' REASONS OF
THEIR MOTIVATION TOWARDS STUDYING**

I have a habit of studying in advance	Number of Respondents	Percentage
Strongly Agree	4	5.6 %
Agree	25	35.2 %
Disagree	39	54.9 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 4 respondents/students answered Strongly Agree, 25 respondents/students answered Agree, 39 respondents/students answered Disagree, and 3

respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Disagree.

TABLE 10
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' REASONS OF
THEIR MOTIVATION TOWARDS STUDYING

I can improve by studying well when I received a low grade on certain subject(s)	Number of Respondents	Percentage
Strongly Agree	19	26.8 %
Agree	43	60.6 %
Disagree	8	11.3 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 19 respondents/students answered Strongly Agree, 43 respondents/students answered Agree, 8 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 11
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' REASONS OF
THEIR MOTIVATION TOWARDS STUDYING

I am motivated to study well in a subject I like	Number of Respondents	Percentage
Strongly Agree	35	49.3 %
Agree	32	45.1 %
Disagree	4	5.6 %
Strongly Disagree	0	0 %
Total	71	100 %

This table reveals that, 35 respondents/students answered Strongly Agree, 32 respondents/students answered Agree, 4 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Strongly Agree.

TABLE 12
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' REASONS OF
THEIR MOTIVATION TOWARDS STUDYING

I have difficulties on studying	Number of Respondents	Percentage
Strongly Agree	6	8.5 %
Agree	37	52.1 %
Disagree	24	33.8 %
Strongly Disagree	4	5.6 %
Total	71	100 %

This table reveals that, 6 respondents/students answered Strongly Agree, 37 respondents/students answered Agree, 24 respondents/students answered Disagree, and 4 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 13
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE TO
THE CURRENT GRADING SYSTEM

I understand the concept of the grading system	Number of Respondents	Percentage
Strongly Agree	12	16.9 %
Agree	50	70.4 %
Disagree	8	11.3 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 12 respondents/students answered Strongly Agree, 50 respondents/students answered Agree, 8 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 14
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE TO
THE CURRENT GRADING SYSTEM

I prefer grades from extracurricular activities (Ex. Spelling Bee, Clubs and other activities with CCA)	Number of Respondents	Percentage
Strongly Agree	8	11.3 %
Agree	33	46.5 %
Disagree	27	38 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 8 respondents/students answered Strongly Agree, 33 respondents/students answered Agree, 27 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 15

FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE TO

THE CURRENT GRADING SYSTEM

I have different experiences in other grading systems (Pass/Fail, Letter-Based Grades, etc.)	Number of Respondents	Percentage
Strongly Agree	7	9.9 %
Agree	40	56.3 %
Disagree	22	31 %
Strongly Disagree	2	2.8 %
Total	71	100 %

This table reveals that, 7 respondents/students answered Strongly Agree, 40 respondents/students answered Agree, 22 respondents/students answered Disagree, and 2 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 16

FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE TO

THE CURRENT GRADING SYSTEM

I prefer another certain grading system	Number of Respondents	Percentage
Strongly Agree	9	12.7 %
Agree	29	40.8 %
Disagree	31	43.7 %
Strongly Disagree	2	2.8 %
Total	71	100 %

This table reveals that, 9 respondents/students answered Strongly Agree, 29 respondents/students answered Agree, 31 respondents/students answered Disagree, and 2 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Disagree.

TABLE 17
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE TO
THE CURRENT GRADING SYSTEM

I am satisfied with the current grading system	Number of Respondents	Percentage
Strongly Agree	9	12.7 %
Agree	47	66.2 %
Disagree	14	19.7 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 9 respondents/students answered Strongly Agree, 47 respondents/students answered Agree, 14 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 18
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' READINESS AND
PREPARATION FOR THEIR FUTURE CAREER

I already have a future job in mind	Number of Respondents	Percentage
Strongly Agree	18	25.4 %
Agree	31	43.7 %
Disagree	18	25.4 %
Strongly Disagree	4	5.6 %
Total	71	100 %

This table reveals that, 18 respondents/students answered Strongly Agree, 31 respondents/students answered Agree, 18 respondents/students answered Disagree, and 4 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 19
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' READINESS AND
PREPARATION FOR THEIR FUTURE CAREER

I think the current grading system will help me in the career I want	Number of Respondents	Percentage
Strongly Agree	5	7 %
Agree	38	53.5 %
Disagree	25	35.2 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 5 respondents/students answered Strongly Agree, 38 respondents/students answered Agree, 25 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 20
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' READINESS AND
PREPARATION FOR THEIR FUTURE CAREER

The grading system	Number of Respondents	Percentage
---------------------------	------------------------------	-------------------

affects hugely on my career path		
Strongly Agree	12	16.9 %
Agree	39	54.9 %
Disagree	19	26.8 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 12 respondents/students answered Strongly Agree, 39 respondents/students answered Agree, 19 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 21
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' READINESS AND PREPARATION FOR THEIR FUTURE CAREER

I am sure about the future career path I chose	Number of Respondents	Percentage
Strongly Agree	16	22.5 %
Agree	27	38 %
Disagree	25	35.2 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 16 respondents/students answered Strongly Agree, 27 respondents/students answered Agree, 25 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 22

FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' READINESS AND PREPARATION FOR THEIR FUTURE CAREER

I have an alternative job option	Number of Respondents	Percentage
Strongly Agree	11	15.5 %
Agree	39	54.9 %
Disagree	13	18.3 %
Strongly Disagree	8	11.3 %
Total	71	100 %

This table reveals that, 11 respondents/students answered Strongly Agree, 39 respondents/students answered Agree, 13 respondents/students answered Disagree, and 8 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 23

FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' OVERALL GRADES AND SUBJECT THEY EXCELLED IN

My total grade in this 1st grading is higher than my previous grade last school year	Number of Respondents	Percentage
Strongly Agree	14	19.7 %
Agree	32	45 %
Disagree	22	31 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 14 respondents/students answered Strongly Agree, 32 respondents/students answered Agree, 22 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 24

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' OVERALL
GRADES AND SUBJECT THEY EXCELLED IN**

The subject that I excelled in has higher grades than my previous grade last school year	Number of Respondents	Percentage
Strongly Agree	13	18.3 %
Agree	36	50.7 %
Disagree	19	26.8 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 13 respondents/students answered Strongly Agree, 36 respondents/students answered Agree, 19 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 25

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' OVERALL
GRADES AND SUBJECT THEY EXCELLED IN**

The subject that I excelled in is very easy for me to learn	Number of Respondents	Percentage
Strongly Agree	9	12.7 %
Agree	51	71.8 %
Disagree	10	14 %
Strongly Disagree	1	1.4 %
Total	71	100 %

This table reveals that, 9 respondents/students answered Strongly Agree, 51 respondents/students answered Agree, 10 respondents/students answered Disagree, and 1 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 26
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' OVERALL GRADES AND SUBJECT THEY EXCELLED IN

The subject that I have the lowest is lower than my previous grade last school year	Number of Respondents	Percentage
Strongly Agree	5	7 %
Agree	17	23.9 %
Disagree	39	54.9 %
Strongly Disagree	10	14 %
Total	71	100 %

This table reveals that, 5 respondents/students answered Strongly Agree, 17 respondents/students answered Agree, 39 respondents/students answered Disagree, and 10 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Disagree.

TABLE 27

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' OVERALL
GRADES AND SUBJECT THEY EXCELLED IN**

The subject that I have the lowest grade is difficult for me to learn	Number of Respondents	Percentage
Strongly Agree	11	15.5 %
Agree	31	43.7 %
Disagree	24	33.8 %
Strongly Disagree	5	7 %
Total	71	100 %

This table reveals that, 11 respondents/students answered Strongly Agree, 31 respondents/students answered Agree, 24 respondents/students answered Disagree, and 5 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 28

**FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE
TOWARDS THEIR OWN GRADES**

I am satisfied with my current grade in 1st grading	Number of Respondents	Percentage
Strongly Agree	11	15.5 %
Agree	30	42.3 %
Disagree	23	32.4 %
Strongly Disagree	7	9.9 %
Total	71	100 %

This table reveals that, 11 respondents/students answered Strongly Agree, 30 respondents/students answered Agree, 23 respondents/students answered Disagree, and 7

respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 29
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE
TOWARDS THEIR OWN GRADES

I feel delightful with my current grade	Number of Respondents	Percentage
Strongly Agree	13	18.3 %
Agree	30	42.3 %
Disagree	25	35.2 %
Strongly Disagree	3	4.2 %
Total	71	100 %

This table reveals that, 13 respondents/students answered Strongly Agree, 30 respondents/students answered Agree, 25 respondents/students answered Disagree, and 3 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 30
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE
TOWARDS THEIR OWN GRADES

I think if I lack motivation, I'll do poor in my subjects	Number of Respondents	Percentage
Strongly Agree	27	38 %
Agree	35	49.3 %
Disagree	9	12.7 %
Strongly Disagree	0	0 %
Total	71	100 %

This table reveals that, 27 respondents/students answered Strongly Agree, 35 respondents/students answered Agree, 9 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

TABLE 31
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE
TOWARDS THEIR OWN GRADES

If I receive good grade overall, I feel motivated to do the same next quarter	Number of Respondents	Percentage
Strongly Agree	33	46.5 %
Agree	32	45 %
Disagree	6	8.5 %
Strongly Disagree	0	0 %
Total	71	100 %

This table reveals that, 33 respondents/students answered Strongly Agree, 32 respondents/students answered Agree, 6 respondents/students answered Disagree, and 0 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Strongly Agree.

TABLE 32
FREQUENCY DISTRIBUTION IN TERMS IS OF STUDENTS' ATTITUDE
TOWARDS THEIR OWN GRADES

If I receive low grades, I don't think I'm still motivated to get higher grades next quarter	Number of Respondents	Percentage
Strongly Agree	9	12.7 %
Agree	30	42.3 %
Disagree	24	33.8 %
Strongly Disagree	8	11.3 %
Total	71	100 %

This table reveals that, 9 respondents/students answered Strongly Agree, 30 respondents/students answered Agree, 24 respondents/students answered Disagree, and 8 respondents/students answered Strongly Disagree. We conclude that most of the respondents/students answered Agree.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

The thesis study analyzed the performances affected by the students' attitude and motivation. A well-being of a student can reflect on their grades, as to further illustrate: if a student had done poorly, their performance decreased. If successful, they were able to maintain their grades. Although, the students' motivation can be affected by the outcome of grades in the grading system; the grading system in DepEd was using a standard-based grading system or number-based grading system. Hence, unable to pass the average of 75 was a failure in a subject. The outcome was read by the students could potentially be misinterpreted or not. Therefore, conducting a study was a must for the concern of students' attitude towards their performance.

The researchers gathered the literatures through similar studies and web articles; the past researchers were illustrated the knowledge to researchers and readers, learning the educational performance effects of students, the debate of grade inflation, the types of grading systems and more.

Seventy-one (71) respondents were chosen to answer the online survey, created in Google Document. The selection process was a calculation of a given formula and raffle drawing. In the conclusion of the survey and based on the most populated answer, the students were well motivated enough to reach for high marks yet struggled in maintaining it. Students chose to study before the day of exams; they found difficulties in their studies. Most of the students preferred the standard-based grading system while others preferred a certain type of grading system; students also preferred an extracurricular activities or CCA. Most of the students had a career in mind and another job alternative; their chosen career can be affected by the students' performance and grading system. The Grade 8 and 9 students' averages were higher than their previous averages in last school year; they would

excel it with ease with the subject they like while the subject they dislike was the opposite. Students admitted if they lack motivation, they will do poor in their subjects; receiving good grades overall, would motivated them to improve in the next quarter while on the other hand, receiving poor grades overall, would not be motivated in the next quarter.

CONCLUSION

The survey concluded that students believed grades are significant and are motivated enough to achieve high grades. Though, they have difficulties in maintaining their grades. The parents of the students are well supportive of their child and encouraged them to have high grades. Students sustain a better life at home and at school. Parents and guardians demonstrate their support and encouragement to their child, this acknowledge as a good parenting.

Although, students study the day before the exams rather than studying in advance. This reason could vary every individual such as the imbalance of leisure time and academic time, the habit of students, and other more. Students have the inspiration to study harder when they received a low grade on a subject. They are extremely motivated to study on the subject they like. But overall, students admit they have difficulties on studying. Studying is a challenge for all students; in this survey, students are seen to be highly motivated to improve. It is most likely that their favorite subject(s) can be related to every students' preference, not only that, it is possible that the teacher is able to help students during lecture.

Students are familiar of the concept of the grading system. Based on their experiences, they are aware of the conditions of the grading system for a long time. They also preferred grades from extracurricular activities; CCA is easily to obtain for students, based on the researchers and students' experiences, but has consequence if a student is

absent on extracurricular activities. Most of the students had been experienced a different kind of concept in the grading system in their previous school(s). The survey illustrated students does not prefer another type of grading system and are satisfied with the current grading system; this proves the researchers' hypothesis wrong, as a result, students are successfully interpreted their grades and aided by their teachers if asked.

The grades 8 and 9 students have a career in mind, as well as job alternative. This also disapproves the effect of the performances and grading system. Students also believe the grading system affect hugely on their career path, this refers back of how significant their performances are by the students.

The performances of grade 8 and 9 students, in the first quarter, are mostly higher compared to their average in previous last school year. Students agreed the subject of their lowest grade is difficult for them to learn. From observation, students are able to pull off higher marks than before.

Lastly, on their attitude of their own grades, students think they will do poor on their subject if they lack motivation. If they received good grades overall, they will feel motivated in the next quarter and vice versa. The attitude of the students is affected by the performances on each subject.

RECOMMENDATION

These are the following people who are recommended in this study:

To the Students. The researchers recommend students to this study to be used for learning and reading. This thesis study will provide students the knowledge of the data of this study and the literatures from past researchers.

To the Teachers and School. The researchers recommend teachers and the school to this study to be used as a reference. The thesis study provided the outcome of this study for the purpose of helping the students and school itself.

To the Parents and Guardians. The researchers recommend parents and guardians to this study to be used for learning. This thesis study will provide parents and guardians of the perspective of the students towards their performance and grading system.

To the Future Researchers. The researchers recommend the future researchers to this study to be used for learning and citation, if needed. This thesis study will share the related literatures from the past researchers to their own study.

APPENDICES

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SURVEY QUESTIONNAIRE

This survey instrument focuses solely on your attitude towards your grades/performance. There are questions that may be sensitive to you.

Here are the instructions:

1. Answer honestly! Your responses will help not only our research but also yourself.
2. Don't be afraid to ask questions if you need any help or information regarding our research/survey. We'll do our best to answer!
3. You may take your time but do remember that: Time is of the essence.

Don't worry! Your answers are confidential and secure with us. So, take a deep breath and answer. ***Required**

1....Email address *

.....

Demographic Profile

2....Name (Optional)

.....

3....Age

Mark only one oval.

☐... 13

☐... 14

☐... 15

☐... 16

☐... 17

4....Grade and Section

Mark only one oval.

☐... Grade 8 - Prudence

☐... Grade 8 - Compassion

☐... Grade 9 - Simplicity

☐... Grade 9 – Purity

Survey Questions

5....I. Students' motivation to achieve a high grade. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am motivated to achieve high grades.				
I believe grades are significant to me.				
I have struggles when it comes to achieving grades, (Mental health issues, personal problems, etc.)				
My parents are supportive and encouraged me to get high grades.				
My parents have high expectations of my grades.				

6....Identify the reason of the students' motivation towards studying.

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a habit of studying before exams.				
I have a habit of studying in advance.				
I am studying regularly.				
I am motivated to study well in a subject I like.				
I have difficulties on studying.				

7....Determined the respondent's attitude to the current grading system.

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand the concept of the grading system.				
I prefer grades from extracurricular activities. (Ex: Spelling Bee, Clubs, and other activities with CCA.)				
I have different experiences in other grading systems.				
I prefer another grading system.				
I am satisfied with the current grading system.				

8....Ascertain the students' readiness and preparation for their future career.

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I already have a future job in mind.				
I think the current grading system will help me in the career I want.				
The grading system affects hugely on my career path.				
I am sure about the future career path I chose.				
I have alternative job options.				

9. Analyze the students' overall grades and what subject they excelled in.

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
My total grade in this 1 st grading is higher than my previous grade last school year.				
The subject that I excelled in has higher grades than my previous grade last school year.				
The subject that I excelled in is very easy for me to learn.				
In what subject do you have the lowest grade? The subject that I have the lowest is lower than my previous grade last school year.				
The subject that I have the lowest grade is difficult for me to learn.				

10..Determine the students' attitude towards their grades.

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my current grade in 1 st grading.				
I feel delightful with my current grade.				
I think that if I lack motivation, I'll do poor in				

my subjects.

If I receive good grade
overall, I feel motivated to
do the same next quarter.

If I receive low grades, I
don't think I'm still
motivated to get a higher
grades next quarter.

A. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

MRS. LALAIN C. RAGODON, MAEd

Principal

Dear Mrs. Ragadon,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled **"The attitude of grade 8 & 9 students towards the Grading System"**. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

Thank you very much and we are looking forward for the most favorable response from you

Respectfully Yours,


JYRA MAE D. REDUGERIO


CARMELLA REI VAN E MOJICA


FRANCYNE JANE L. QUIZA

Approved:


LALAIN C. RAGODON, MA.Ed
School Principal

Noted:


HENRY P. NADONG, MA.Ed
Subject Teacher

B. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

DANEST MARK B ESCAMA,

Adviser (9 – Simplicity)

Dear Mrs. Escama,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled “**The attitude of grade 8 & 9 students towards the Grading System**”. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

Thank you very much and we are looking forward for the most favorable response from you

Respectfully Yours,


JYRA MAE D. REDUGERIO

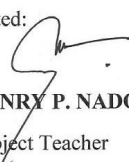

CARMELLA REI VAN E MOJICA


FRANCYNE JANE L. QUIZA

Approved:

LALAIN C. RAGODON, MA.Ed
School Principal


DANEST MARK B ESCAMA,
Adviser (9 – Simplicity)

Noted:

HENRY P. NADONG, MA.Ed
Subject Teacher

C. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

DENNIS CANICON,
Adviser (8 – Compassion)

Dear Mrs. Canicon,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled “**The attitude of grade 8 & 9 students towards the Grading System**”. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

Thank you very much and we are looking forward for the most favorable response from you

Respectfully Yours,


JYRA MAE D. REDUGERIO


CARMELLA REI VAN E MOJICA


FRANCYNE JANE L. QUIZA

Approved:


LALAIN C. RAGODON, MA.Ed
School Principal


DENNIS CANICON,
Adviser (8 – Compassion)

Noted:


HENRY P. NADONG, MA.Ed
Subject Teacher

D. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

MRS. MILA OBAOB

Register

Dear Mrs. Obaob,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled “**The attitude of grade 8 & 9 students towards the Grading System**”. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

Thank you very much and we are looking forward for the most favorable response from you

Respectfully Yours,


JYRA MAE D. REDUGERIO


CARMELLA REI VAN E MOJICA


FRANCYNE JANE L. QUIZA

Approved:


LALAIN C. RAGODON, MA.Ed
School Principal

MRS. MILA OBAOB
Register

Noted:


HENRY P. NADONG, MA.Ed
Subject Teacher

E. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

LOUIE JAYSEL YAMBAO,

Adviser (8 - Prudence)

Dear Mrs. Reyes,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled **"The attitude of grade 8 & 9 students towards the Grading System"**. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

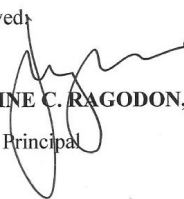
Thank you very much and we are looking forward for the most favorable response from you

Respectfully Yours,

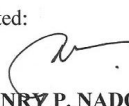

JYRA MAE D. REDUGERIO


CARMELLA REI VAN E MOJICA

FRANCYNE JANE L. QUIZA

Approved:

LALAIN C. RAGODON, MA.Ed
School Principal


LOUIE JAYSEL YAMBAO,
Adviser (8 - Prudence)

Noted:

HENRY P. NADONG, MA.Ed
Subject Teacher

F. LETTER OF REQUEST FOR THE CONDUCT STUDY

APPROVAL LETTER

January 20, 2020

AVELINA REYES,

Adviser (9 – Purity)

Dear Mrs. Reyes,

We, JYRA MAE D. REDUGERIO, CARMELLA REI VAN E. MOJICA, & FRANCYNE JANE L. QUIZA, Grade 11 students of Einstein Section, will be conducting a study entitled “**The attitude of grade 8 & 9 students towards the Grading System**”. this study is for the partial fulfilment of the requirements of Practical Research I under Mr. Henry P. Nadong.

In this regard, we would like to respectfully request for your approval to conduct the above – mentioned studies here in our beloved school where our respondents – from the random sampling method we employed – will be coming from the four sections of Grade 8 and 9.

Thank you very much and we are looking forward for the most favorable response from you

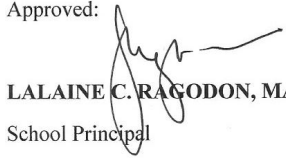
Respectfully Yours,


JYRA MAE D. REDUGERIO


CARMELLA REI VAN E. MOJICA


FRANCYNE JANE L. QUIZA

Approved:

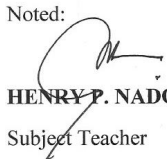

LALAIINE C. RAGODON, MA.Ed

School Principal


AVELINA REYES,

Adviser (9 – Purity)

Noted:


HENRY P. NADONG, MA.Ed

Subject Teacher

RESEARCHERS' CURRICULUM VITAE



CARMELLA REI VAN E. MOJICA

11 EINSTEIN STUDENT

DATE OF BIRTH

September 28, 2002

PLACE OF BIRTH

Baliwag Bulacan, Philippines

NATIONALITY

Filipino

CIVIL STATUS

Student

GENDER

Female

RELIGION

Christian Catholic

EDUCATIONAL BACKGROUND

Montessori De Sagrada Familia (MDSF)

Philippine School Bahrain (PSB)

Philippine Emirates Private School (PEPS)

VITALS

Address: Muroor Road, Al Nayan Area
Abu Dhabi, UAE

Phone Number: 050 534 0928

Email: mellamaimojica@gmail.com

RESEARCHERS' CURRICULUM VITAE



JYRA MAE D. REDUGERIO

11 EINSTEIN STUDENT

DATE OF BIRTH

October 28, 2002

PLACE OF BIRTH

Abu Dhabi, UAE

NATIONALITY

Filipino

CIVIL STATUS

Student

GENDER

Female

RELIGION

Christian

VITALS

Address: Al Fardan Tower, Hamdan Street

Phone Number: 054 497 1820

Email: jayredorio@gmail.com

EDUCATIONAL BACKGROUND

Philippine National School (PNS)

Philippine Emirates Private School (PEPS)

RESEARCHERS' CURRICULUM VITAE



FRANCYNE JANE L. QUIZA

11 EINSTEIN STUDENT

GENDER

Female

RELIGION

Roman Catholic

VITALS

Address: Marina Bay 2, Al Reem Island,
Abu Dhabi UAE

Phone Number: 058 588 7049

Email: francynejanequiza@yahoo.com

DATE OF BIRTH

June 11, 2003

PLACE OF BIRTH

Zamboanga City, Philippines

NATIONALITY

Filipino

CIVIL STATUS

Student

EDUCATIONAL BACKGROUND

Sta. Maria Central School

Riyadh International School (RIS)

Sta. Teresa College (STC)

Philippine Emirates Private School (PEPS)