



De La Salle University - Dasmariñas  
GRADUATE PROGRAM

1

Elizabeth Seton School of the 21<sup>st</sup> Century

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Major in Educational Management

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AKLATANG EMILIO AGUINALDO ARCHIVES



**ABSTRACT**

Name of Institution : De La Salle University – Dasmariñas  
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**Objectives of the Study :**

**A. GENERAL :**

Examine the quantity and quality of Elizabeth Seton School [ESS] educational services to contribute to the integral growth and development of Filipino youth.

**B. SPECIFIC :**

1. Explain the cultural subsystem of the ESS in terms of vision-mission, curriculum, methodology and instructional materials.
2. Describe the social subsystem of the ESS in terms of administrators, teachers, pupils and parents.
3. State the economic subsystem of ESS in terms of budgetary allocations, facilities and structures and per pupil cost.
4. Describe the relationship of economic, social and cultural



subsystems of ESS.

5. Present the general results obtained by the Grade Six pupils in the NEAT and other academic performances for the length of three years.

**SCOPE AND COVERAGE :**

The study was conducted at ESS in BF Resort Village, Las Piñas City from June 19, 1999 to February 28, 2000. The respondents of the study were the Grade School personnel of ESS and 430 parents.

**METHODOLOGY :**

The study employed qualitative descriptive research with simple statistical tools and systems approach to measure the ESS internal efficiency.

Instruments : This study made use of document analysis, interview and observation based on the PAASCU instrument. A parent checklist was utilized for further validation of data gathered. The teacher's performance evaluation, NEAT, MAT and the First Year High School Entrance Test results were used as references in this study.

Findings:

The following findings resulted from this study:

1. The ESS economic, social and cultural subsystems are in consonance with the DECS and the 21<sup>st</sup> century education.
2. The administrators and teachers are qualified in their positions



and the parents rated the ESS subsystems Very Satisfactory.

3. All the subsystems of ESS are interrelated and interdependent on each other.

4. The ESS pupils have been consistent in their 100 percent passing in the NEAT and results in other academic performances show a very minimal decline in Reading, Science and Mathematics.

**Conclusions:**

Based on the findings of this research, it is concluded that:

1. ESS responds to the education of the 21<sup>st</sup> century through the evident interrelationships of its economic, social and cultural subsystems.

2. The NEAT and other academic performance results show that the pupils are performing well and expensive education at ESS is paying off.

**Recommendations:**

Based on the findings, the following are recommended:

1. ESS should continue its efforts in: reviewing and updating its educational offerings and services, maintaining its subsystems' relationship and conducting a feasibility study on its tuition fees.

2. An assessment of the external productivity of ESS or any school within an inclusive date would be a valuable follow-up of this study.



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