

DE LA SALLE UNIVERSITY

AN EVALUATION OF THE EFFECTIVENESS OF
THE TRADITIONAL AND THE NON-GRADED INSTRUCTIONAL SYSTEMS
AT BENEDICTINE ABBEY SCHOOL

A Dissertation
Presented to
the Faculty of the Graduate School
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
Major in Educational Management

by

ALOYSIUS A. MARANAN, OSB.

March 16, 1996

AKLATANG EMILIO AGUINALDO



DE LA SALLE UNIVERSITY

ABSTRACT

Title : An Evaluation of the Effectiveness of the Non-graded and the Traditional Instructional Systems at Benedictine Abbey School

Statement of the Problem

This study was conducted to evaluate the effectiveness of the non-graded and traditional instructional systems of Benedictine Abbey High School Department, Alabang Hills Village, Muntinlupa City. The evaluation focussed on the context-input-process-product components of the instructional program.

Method

Data were gathered through the administration of sets of questionnaires to three types of respondents and through examination of extant documents and official records. There were 412 respondents for the non-graded system which included 37 teachers, 197 students and 178 parents. For the traditional system, there were 576 respondents which included 64 teachers, 256 students and 256 parents. Data concerning the grade point average, national examination ratings and mental ability of students were



DE LA SALLE UNIVERSITY

taken from the school's record. The study adopted a descriptive-evaluative research design using Daniel Stufflebeam's CIPP evaluation model. In addition to the evaluation of the context-input-process-product components of the instructional program, possible correlates or predictors of the achievement performance of the students in academic grade and national examination under the non-graded or traditional system were looked into.

Findings and Conclusions

Context Evaluation

Findings revealed that teachers, parents and students belonging to both the non-graded and traditional instructional systems perceived that they were highly aware of the mission-vision, goals and objectives of the school. Likewise, results revealed that the expectations of teachers, parents and students from both non-graded and instructional systems were achieved at a great extent.

Input Evaluation

Findings revealed the growth of student population. This attests to the growing appreciation of parents for



DE LA SALLE UNIVERSITY

Benedictine Abbey School as a learning institution. The increase in number of teachers and the improvement in their education confirm the school's support for faculty and staff development. The physical facilities and instructional materials in the school are supportive of both the non-graded and traditional instructional systems.

Process Evaluation

Findings revealed that teachers, parents and students of the school generally agree that the essential instructional features of both the non-graded and traditional instructional systems were effectively carried out by the school. Problems that were commonly encountered in the implementation of the two instructional systems were those related to student discipline and behavior, implementation of instructional rules and policies, material and human resources, leadership and educational thrusts.

Product Evaluation

Findings revealed that students of both the non-graded and traditional systems are highly satisfied with the total learning output of their respective instructional system.



DE LA SALLE UNIVERSITY

Although there is significant difference between the performance of the non-graded students and the traditional students in terms of grade point average and national examination, the computed difference is minimal and will serve no practicable purpose for the school.

Relationships

The mental ability of students is significantly correlated to their GPA and NCEE performance. IQ is the best predictor of the NCEE and GPA performance of the non-graded and traditional students. Although instructional grouping is significantly correlated also to the NCEE performance of the students, it has a minimal influence. Gender and age are not significant correlates of NCEE performance among BAS students. Moreover, students' GPA performance is not significantly influenced by their gender, age and instructional grouping.

