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A FIVE-YEAR NCEE PROFILE ANALYSIS OF THE SEVENTH
DAY ADVENTIST SECONDARY SCHOOLS IN SOUTHERN
PHILIPPINES

UNCLASSIFIED

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

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Master of Science in Educational Management

by
Israel G. Entima
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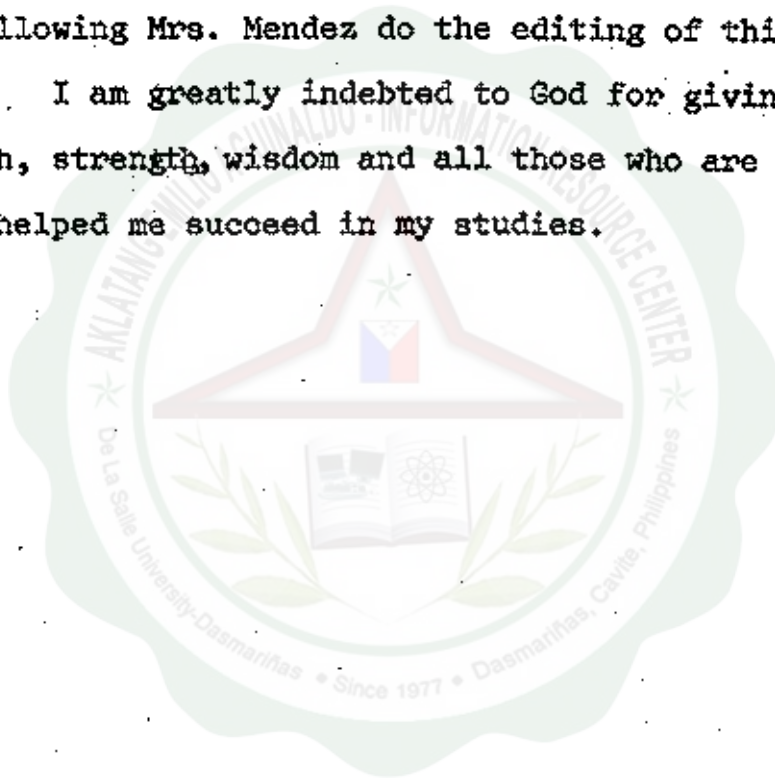


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Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study analyzed the profile of the graduates of the seven Seventh Day Adventist (SDA) secondary schools in Southern Philippines during the five-year period, 1980 to 1984, focusing on their composite scores or General Scholastic Aptitude (GSA) scores and subscores on the four NCEE areas: Mathematical Ability, Reasoning Ability (RA), Reading Comprehension (RC), and Verbal Ability (VA).

This study answered specifically the following questions:

1. What trend is manifested by the NCEE performance of the graduates of the Seventh Day Adventists secondary schools during the period, 1980 to 1984:
 - 1.1 their GSA scores?
 - 1.2 the hierarchical order of their performance?
2. What are the strengths and weaknesses of the graduates of the SDA secondary schools are revealed by their NCEE performance during the indicated five-year period?
3. How does the performance of the graduates of the SDA secondary schools in Southern



Philippines compare with:

- 3.1 the over-all performance of the examinees in the regions to which these SDA secondary schools belong?
- 3.2 the over-all national performance?
4. Based on the NCEE results, how do the graduates of the seven SDA secondary schools compare with each other with regard to:
 - 4.1 Reasoning Ability?
 - 4.2 Mathematical Ability?
 - 4.3 Verbal Ability?
 - 4.4 Reading Comprehension?
 - 4.5 General Scholastic Aptitude
5. How does the performance of the SDA secondary schools' male examinees in the different NCEE areas and General Scholastic Aptitude compare with that of the female?
6. What are the implications of the findings of this study to the curriculum and instructional improvement of the Seventh Day Adventist secondary schools in Southern Philippines?

This study made use of the descriptive research method utilizing the data taken from the NCEE masterlist copies which were sent by the National Educational Testing



Center to the respective schools included in this study.

Summary of Findings

The findings in this study were obtained from the NCEE performance of the 2348 examinees of the Seventh Day Adventist secondary schools during the five administration years of the NCEE, which is from 1980 to the 1984.

A. Trend in the Seventh Day Adventist Schools NCEE

Performance

School A

The GSA mean scores of School A from 1980 to 1983 is increasing but in 1984 it falls. Its hierarchical orders during these years differ from year to year, while in the over-all the ranking of its performance in the four NCEE measures of ability is as follows: 1) Mathematical Ability, 2) Reasoning Ability, 3) Reading Comprehension and 4) Verbal Ability.

School B

In the 1980, 1981 and 1983 NCEEs School B is experiencing a downward trend, but in 1983 and 1984 NCEEs its GSA mean scores started to observe an increasing pattern. There was no uniform pattern in



the hierarchical orders of there performances during the entire five-year period but their over-all result bears the following order: 1) Reading Comprehension, 2) Reasoning Ability, 3) Verbal Ability and 4) Mathematical Ability.

School C

The GSA mean scores of School C is experiencing a downward trend in the 1980 to the 1982 performance, but from the 1982 result to the 1984 NCEE result an upward trend is observed. School C's hierarchical orders differ from year to year with an over-all hierarchical order which is ranked as follows: 1) Reading Comprehension, 2) Reasoning Ability, 3) Verbal Ability and 4) Mathematical Ability.

School D

School D exhibits an upward trend in its GSA mean scores from the 1981 NCEE to the 1984 NCEE. There are varying orders of the NCEE measures of ability in School D NCEE performance in the five-year period included in this study. The over-all result for the entire five years reveals the following order of performance: 1) Reading Comprehension,



- 2) Verbal Ability, 3) Reasoning Ability, and
- 4) Mathematical Ability.

School E

No definite trend in the GSA mean scores of School E is exhibited in its five-year NCEE performance, though the GSA mean score in 1984 started to go up. In its hierarchical orders, no uniform pattern is observed though there are years in which the highest scores is obtained in the same areas. The over-all hierarchical order for School E is as follows: 1) Reading Comprehension, 2) Verbal Ability, 3) Reasoning Ability and 4) Mathematical Ability.

School F

School F GSA mean scores do not exhibit any trend during the entire five years. The hierarchical orders of this school differ from year to year except in 1980 and 1984 where the ordering is the same. Its over-all hierarchical order is ranked as follows: 1) Reasoning Ability, 2) Reading Comprehension, 3) Verbal Ability, and 4) Mathematical Ability.



School G

No trend is also exhibited in the GSA mean scores of School G from the 1980 NCEE to the 1984 NCEE. The hierarchical orders of its performances in the four NCEE areas vary from year to year. In the over-all, the hierarchical order is as follows: 1) Mathematical Ability, 2) Reading Comprehension, 3) Reasoning Ability and 4) Verbal Ability.

B. Strengths and Weaknesses of the Seventh Day Adventist Secondary Schools in Southern Philippines

School A

In the over-all performance of School A in the entire five years, School A is found to be weak in all of the NCEE measures ability namely: Reasoning Ability, Mathematical Ability, Verbal Ability, and Reading Comprehension.

School B

The over-all performance of School B in the 1980 to the 1984 NCEEs, show that School B is strong in all of the NCEE measures of ability.

School C

School C is considered to be strong in Reasoning Ability, Verbal Ability, and Reading



Comprehension, but moderately weak in Mathematical Ability as revealed in its over-all NCEE performance.

School D

School D is considered to be moderately weak in Reasoning Ability, Verbal Ability and Reading Comprehension, and weak in Mathematical Ability as revealed in its over-all performance in the 1980 to the 1984 NCEEs.

School E

School E is found to be weak in Reasoning Ability, Mathematical Ability, Verbal Ability and Reading Comprehension as exhibited in the over-all result of the entire five-years of NCEE administration.

School F

Based on the performance of School F in the 1980 to the 1984 NCEEs, it is found out that School F is strong in Reasoning Ability and Reading Comprehension and moderately weak in Mathematical Ability and Verbal Ability.

School G

The performance of School G in the entire five-year period when taken as a whole, reveals that



School G is weak in Verbal Ability and moderately weak in Reasoning Ability, Mathematical Ability, and Reading Comprehension.

- C. Comparison of the Seventh Day Adventist secondary schools' graduates' NCEE performance, to the performance of the regions to which they belong, and to the entire national performance.

Between School A and Region X NCEE Examinees

The over-all performance of School A and Region X in the 1980 to the 1984 NCEE shows no significant difference in their performance. This lead to the acceptance of the null hypothesis which states that there is no significant difference in the performance of these two groups.

Between School B and Region X NCEE Examinees

The over-all result of School B and Region X NCEE performance, reveals that School B performed significantly higher than Region X in all five NCEE variables namely: Reasoning Ability, Mathematical Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude. This finding rejects the null hypothesis formulated in relation to this comparison.



Between School C and Region X NCEE Examinees

School C performed significantly higher than Region X in Reasoning Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude at .01 level of significance while in Mathematical Ability it is insignificantly higher than Region X based on their over-all performance in the entire five years of NCEE administration. In this respect the null hypothesis is rejected.

Between School D and Region X NCEE Examinees

There is no significant difference in the performance of School D and Region X NCEE examinees in Reasoning Ability and General Scholastic Aptitude as revealed in the over-all performance of these two in the entire five-year period. Based on this result School D scored significantly higher than Region X in Verbal Ability at .05 and in Reading Comprehension at .01 level of significance.

Between School E and Region IX NCEE Examinees

School E performs significantly lower than Region IX at .01 in Reasoning Ability, Mathematical Ability, Verbal Ability and General Scholastic Aptitude as revealed in the performance of these two



groups in the entire five years. In Reading Comprehension School E scored higher than Region IX but the difference is not significant:

Between School F and Region XI NCEE Examinees

Taking the entire result in the performance of School F and Region XI NCEE examinees in the five administration years of the National College Entrance Examination, it is revealed that School F scored significantly higher than Region XI in Reasoning Ability and Reading Comprehension at .01, and in General Scholastic Aptitude at .05. The difference between the performance of these two groups in Mathematical Ability and Verbal Ability is not significant.

Between School G and Region XI NCEE Examinees

School G and Region XI NCEE examinees performance in the entire five-year period shows no significant difference with each other. This result accepts the null hypothesis that is formulated in relation to this kind of comparison.

Between School A and the Entire Country NCEE

Examinees

Comparing the NCEE performance of School A to



the performance of the entire country for a period of five years, the over-all result shows that School A is significantly lower than the entire country in Reasoning Ability, Verbal Ability, Reading Comprehension, and General Scholastic Aptitude at .01 and in Mathematical Ability at .05.

Between School B and the Entire Country NCEE

Examinees

The over-all result for the entire five-years period of comparison between the performance of School B and the entire country, shows that School B is significantly higher than the entire country in all five NCEE variables. This result rejects the null hypothesis formulated in relation to this type of comparison.

Between School C and the Entire Country NCEE

Examinees

In the entire five-year period, the over-all performance of School C and the entire country NCEE examinees, shows that, School C is significantly higher than the entire country in Reasoning Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude at .01 level of significance,



while in Mathematical Ability, School C is insignificantly lower than the entire country.

Between School D and the Entire Country NCEE

Examinees

Summing up the performance of School D and the entire country in the five-year period, the over-all result shows that School D is insignificantly lower than the entire country in Reasoning Ability, Verbal Ability and Reading Comprehension. In Mathematical Ability and General Scholastic Aptitude at .05 level of significance, School D is significantly lower than the entire country.

Between School E and the Entire Country NCEE

Examinees

Comparing the performance of School E and the entire country in the NCEE for the entire five-year period, the over-all result shows that School E is significantly lower than the entire country in all five NCEE variables at .01 level of significance.

Between School F and the Entire Country NCEE

Examinees

The over-all result reveals that there was no significant difference between the performance



of School F and the entire country in three of the five NCEE variables which are as follows:

Mathematical Ability, Verbal Ability, and General Scholastic Aptitude. The significant difference is only exhibited in Reasoning Ability at .01 and Reading Comprehension at .05, all in favor of School F.

Between School G and the entire country NCEE Examinees

The significant difference between the performance of School G and the entire country in the NCEE, as revealed by the over-all result in their five-year NCEE profile, is only in Verbal Ability at .01 level of significance in favor of the entire country.

D. Comparison of the Seventh Day Adventist Secondary Schools As to Schools

Between School A and School B NCEE Examinees

The NCEE performance of School A and School B in the entire five years when compared, shows that their difference in Reasoning Ability, Verbal Ability, Mathematical Ability, Reading Comprehension and General Scholastic Aptitude is significant at .01



level of significance in favor of School B.

Between School A and School C NCEE Examinees

In the entire five-year period School C obtained an over-all result which exhibits that at .01 level of significance, it is significantly higher than School A.

Between School A and School D NCEE Examinees

The five-year NCEE profile of School A and School D reveals, that the over-all result of these two schools exhibits no significant difference between their performance in Reasoning Ability, Mathematical Ability and General Scholastic Aptitude, while in Verbal Ability and Reading Comprehension, the profile reveals significant difference at .01 and .05 levels of significance respectively, in favor of School D.

Between School A and School E NCEE Examinees

Summing up the NCEE performance of School A and School E in the entire five years, no significant difference was revealed in Verbal Ability, Reading Comprehension and General Scholastic Aptitude while in Reasoning Ability and Mathematical Ability at .05 level of significance, School A scored significantly



higher than School E.

Between School A and School F NCEE Examinees

The over-all result of School A and School F in their five-year NCEE profile, shows that School F scored significantly higher than School A at .01 level of significance in Reasoning Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude.

Between School A and School G NCEE Examinees

The comparison between the performance of School A and School G from the 1980 NCEE to the 1984 NCEE produce an over-all result which shows that School G performed significantly higher than School A at .01 in Reading Comprehension and at .05 in Reasoning Ability and General Scholastic Aptitude. In Mathematical Ability and Verbal Ability, no significant difference is revealed by their performance.

Between School B and School E NCEE Examinees

No significant difference is revealed between the performance of School B and School C in Reading Comprehension and Reasoning Ability, but in Mathematical Ability at .01 and in Verbal Ability and General Scholastic Aptitude at .05, significant



difference is unfolded in favor of School B.

Between School B and School D NCEE Examinees

In the entire five-year period School B performed significantly higher than School D in all five NCEE variables except in Mathematical Ability in 1984 where the difference in the performance of these two schools is not significant.

Between School B and School E NCEE Examinees

The comparison between the NCEE performance of School B and School E arrived to a finding which shows that School B performed significantly higher than School E in all five NCEE variables in the entire five-year period except in 1984, in which the difference between the performance of these two schools in Mathematical Ability is not significant.

Between School B and School F NCEE Examinees

The over-all result of the NCEE performance of School B and School F when compared, shows that the difference between the performance of the two is significant in favor of School B in Mathematical Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude.



Between School B and School G NCEE Examinees

School B performed significantly higher than School G in all five NCEE variables as unfolded by their over-all result, in the entire five-year period of NCEE administrations, which is covered in this study.

Between School C and School D NCEE Examinees

The performance of School C and School D in the 1980 to the 1984 NCEEs bear result which shows that School C performed significantly higher than School D in Reasoning Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude. In Mathematical Ability, the result shows no significant difference between the performance of School C and School D.

Between School C and School E NCEE Examinees

The over-all result of School C and School E NCEE performance from the 1980 to the 1984 NCEE reveals that School C performed significantly higher than School E in all five NCEE variables.

Between School C and School F NCEE Examinees

The five-year NCEE profile of School C and School F unfolds an over-all result which shows that



the difference between the performance of the two, is not significant in Reasoning Ability, Mathematical Ability and General Scholastic Aptitude, but in Verbal Ability and Reading Comprehension, significant difference is exhibited in favor of School C.

Between School C and School G NCEE Examinees

The over-all five-year NCEE performance of School C and School G manifests that School C performed significantly higher than School G in four of the five NCEE variables namely: Reasoning Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude. In Mathematical Ability, School G obtained a mean score which is higher than School C but the difference is not significant.

Between School D and School E NCEE Examinees

As revealed in the over-all result of the five-year NCEE performance of School D and School E, School D performed significantly higher than School E in all five NCEE variables; in Mathematical Ability and Reading Comprehension at .05, and in Reasoning Ability, Verbal Ability, and General Scholastic Aptitude at .01.



Between School D and School F NCEE Examinees

It is shown in the over-all result of the five-year NCEE performance of School D and School F, that School F scored significantly higher than School D in three of the five NCEE variables which are as follows: Reasoning Ability, Reading Comprehension and General Scholastic Aptitude. In Mathematical Ability and Verbal Ability, School F scored higher than School D but the difference is not significant.

Between School D and School G NCEE Examinees

As manifested in the over-all result of the five-year NCEE performance of School D and School G, it is observed that there was no significant difference in their performance in all five NCEE variables.

Between School E and School F NCEE Examinees

School F performed significantly higher than School E in Reasoning Ability, Mathematical Ability, Verbal Ability, Reading Comprehension and General Scholastic Aptitude. This is revealed in the over-all result of their five-year NCEE performance.



Between School E and School G NCEE Examinees

The over-all performance of School E and School G in the 1980 to the 1984 NCEEs, unfolds that School G performed significantly higher than School E in all five NCEE variables.

Between School F and School G NCEE Performance

The difference in the performance of School F and School G as manifested in the over-all result of their five-year NCEE performance, is significant in Reasoning Ability, Verbal Ability, Reading Comprehension, and General Scholastic Aptitude, while in Mathematical Ability it is insignificant.

E. Comparison of Seventh Day Adventist Secondary Schools Male and Female NCEE Examinees Performance

The over-all performance of the male and female examinees of the entire seven Seventh Day Adventist secondary schools in the Southern Philippines in the 1980 NCEE to the 1984 NCEE shows that the female obtained scores which are significantly higher than their male counterpart in Verbal Ability, Reading Comprehension and General Scholastic Aptitude, while the male on the other hand scored higher than the female in Reasoning Ability



and Mathematical Ability but the difference is not significant.

The hierarchical orders for this result shows that the male obtained their highest mean scores in Reasoning Ability and their lowest mean score in Verbal Ability. Their second and third highest mean scores is in Reading Comprehension and Mathematical Ability respectively. The female examinees on the other hand obtained their highest mean score in Reading Comprehension, followed by Verbal Ability and Reasoning Ability as second and third respectively, and Mathematical Ability as the last.

Since the findings of this study show the following: 1) the absence of an upward or increasing trend for the entire five years; 2) the absence of a consecutively the same hierarchical order for the entire period; 3) the fact that almost all of the SDA schools are weak in the four NCEE measures of ability except for School B and School C; 4) the fact that most of the schools included in this study performed lower than the regions where they belong, and in the entire country except for School B and School C; 5) the fact that there exist significant differences in the performances of the SDA schools



when compared as to schools; and 6) there exist differences in the performance of the examinees when compared as to sex; the findings imply that the SDA schools need to improve their curricular and instructional programs in the entire South Philippine Union Mission, in general, and in each individual school, in particular. This should be done in order to correct their weakness, eliminate differences in performance, and fulfill their educational philosophy and objectives.

Conclusions

Taking into considerations the findings of this study, the researcher arrived into the following conclusions: 1) that there is a need for a careful study of the strengths and weaknesses of each school as revealed in this research; 2) that there is also necessity for a thorough study of the schools curricular, co-curricular and instructional programs; 3) that necessary innovation be made in the curricular and instructional programs of the respondent schools; and 4) that there will be a regular evaluation of each school's performance through the NCEE results of their graduates.



Recommendations

Based on the findings revealed in this study, the researcher recommends the following:

- 1) A careful study of the strengths and weaknesses of each school as revealed in this research.
- 2) A thorough study of each school's curricular, co-curricular and instructional programs.
- 3) Necessary innovations be made in each school's program which will be helpful to enhance the improvements of students' learning and performance.
- 4) A year to year evaluation of each school's program be made through the NCEE performance of their graduates.
- 5) Make another study similar to this present one.

