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**AN EVALUATION OF
THE EFFECTIVENESS OF THE HIGH SCHOOL
RELIGIOUS EDUCATION OF
SAINT PAUL COLLEGE PASIG**

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

**In
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Master of Arts in Religious Education**

by

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Thesis Abstract

Title : AN EVALUATION OF THE EFFECTIVENESS OF THE HIGH SCHOOL RELIGIOUS EDUCATION OF SAINT PAUL COLLEGE, PASIG

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Statement of the Problem

This study aimed to evaluate the effectiveness of the high school religious education of St. Paul College Pasig during the school year 1992 - 1993; using the descriptive-evaluative design.

Using Stake's Congruence-Contingency evaluation model, religious education in the respondent school was evaluated in the light of of intended and actual antecedents, transactions, and outcomes. Furthermore, the students' religious knowledge, values, and practices were compared across year levels to determine its effectiveness.



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The respondents of the study were 720 first-to-fourth-year high school students who studied at SPC Pasig since first grade. This is to control for school effects since all of them have been exposed to the same curriculum. From this population, a stratified random sample of 536 students were chosen across year levels. The sample size was based on a level of significance of .05 and an error margin of .10 standard deviation.

The other group of respondents were the religion teachers of the high school department consisting of 4 SPC sisters, 1 religious priest, and 1 ex-seminarian.

The sources of data were the teachers' information sheets, the school's religion syllabi, the NCDP guidelines, and the survey questionnaires. In addition, four sets of questionnaires, three for the students and one for the teachers were used for data-gathering purposes.

The study attempted to evaluate religious education in Saint Paul College of Pasig (SPCP), using Stake's Congruence-Contingency evaluation model. Intended and actual antecedents or inputs, transactions or processes, and outcomes of the SPCP religious education were compared to determine their congruence as well as empirical and logical contingency.



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Hypotheses

The following research hypotheses were verified in the study:

1. There are significant differences in the students' religious knowledge, values, and practices across year levels, such that compared with lower classmen, the upper classmen will:
 - 1.1 Have a higher mean in the test on religious knowledge;
 - 1.2 Practice to a greater extent: ethical, religious, moral, faith-life, religious commitment and social awareness values ;
 - 1.3 Participate more in religious practices;
2. The antecedents, transactions, and outcomes of the religious program of the respondent school are logically and empirically contingent.
3. The observed antecedents, transactions, and outcomes of the program are congruent with the intended, antecedents, transactions, and outcomes.



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FINDINGS.

The results of the study under religious knowledge and values indicate that the religious education curriculum of the respondent school was well designed. The intended and the actual goals and objectives of the R.E. curriculum were congruent ; the intended content, or coverage of the R.E. curriculum were congruent with the actual outcomes; and the teaching strategies and instructional approaches actually employed by the teachers were varied, and in keeping with the standards set forth by the NCDP. In addition, the audio-visual materials and facilities were sufficient and extensively used by the religion teachers. Hence, logical and empirical contingencies were noted among the three components of the religious education curriculum under study. On this account, it is safe to infer that this curriculum is effective, not only in terms of the knowledge component, but in the area of values development as well.

In the area of religious practices, a discrepancy was noted between the expected and the actual religious practices of the students. In the Fourth Year, the expected mean was 28 (out of 35 points), as against the actual mean of 24.75. In the second-year level, the



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teachers was 26. However, in the first-year, the actual mean (26.06) was higher than the expected mean of 24. The overall mean of the students under the area of practices was 24.75, in contrast with the expectation of the religion teachers of 28. Thus, the actual outcomes under religious practices were generally below what the religion teachers expected. Hence, the hypothesis which states that the observed outcomes of the religious education program are congruent with the intended outcomes is rejected insofar as religious practices are concerned. The hypothesis is accepted insofar as religious knowledge and values are concerned.



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CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The longer the exposure of the students to the Spc Pasig R.E. curriculum, the more knowledgeable they tend to be of the Catholic doctrines. The same holds true for their religious values, but not for religious practices. On this account, it may be concluded that to a certain extent, the religious education under study is effective.
2. The intended antecedents, transactions, and outcomes of the religious education program of the respondent school are generally congruent with the actual or observed antecedents, transactions, and outcomes of the R.E. program.



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RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are given:

1. Since the study has shown that the influence of the R.E. curriculum seemed weakest in the area of religious knowledge and values, particularly in the first- and second-year levels, concerted efforts should be intensified to improve the teaching of religion in these year levels.
2. Since one of the foremost problems identified by the religion teachers is the tremendous influence of mass media on the students' values, it is strongly recommended that an intensified mass media education be provided to the students of the respondent school. This can help guide the students in discerning the truth in what they view or hear, and in making correct choices, according to their Christian beliefs and convictions.
3. The students read the Bible and go to confession less frequently than what is desired by the school; therefore, it is recommended that the students be properly motivated and taught the need for, and the importance of going to confession as well as how to



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read, understand, and pray the Word of God in the Scriptures. The religion teachers may provide them with Scriptural text and guide questions to help them understand the Christian message, develop a deep appreciation of, and love for God's Word, and apply it in daily life.

4. Since the students' involvement in their local parish community is minimal, frequent and systematic exposure of the students to charitable institutions/depressed areas, is strongly recommended. This will heighten their awareness of the needs of others in the community; particularly the poor, the sick, and the aged. This can also broaden their understanding of the difficulties, people have in life.

Community service activities, to be meaningful, should have adequate classroom follow-up to help the students reflect and internalize their experiences.

5. Since the study revealed significant improvements in the students' religious knowledge, and values, but not in their religious practices (the longer their exposure to the religion program of the respondent school), the school should determine the



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factors which can explain the relatively less satisfactory results in the area of religious practices.

6. The significant findings of the study should be disseminated to the members of the academic community, particularly to the faculty members who have the most direct contact with the students. This information can guide them in developing action plans to strengthen the students' internalization of religious values and practices.
7. Since the R.E. teachers relatively got lower ratings under instructional procedures (satisfactory) among the four teaching components evaluated, it is recommended that they use more effective teaching strategies and instructional approaches to further enhance their teaching effectivity.
8. The study showed some weak points in the students' religious knowledge particularly in the following areas: the Church, Our Lady, conscience and morality, and grace and salvation. The R.E. teachers should take note of these identified weaknesses in future program improvements.
9. As offshoots of the study, the following researches may be conducted:



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- 9.1 A longitudinal study which will note yearly changes, if any, in the students' knowledge, values, and practices from the time they enrol in the respondent school to the time they graduate and perhaps, five or ten years after graduation;
- 9.2 An in-depth study to identify factors that can explain differences in the students' religious knowledge, values, and practices.
- 9.3 A replication of the study in other Paulinian schools; and
- 9.4 A comparison of the religious knowledge, values, and attitudes of the students of the respondent school, and those of students in the public school.

