

FACTORS AFFECTING THE NCEE PERFORMANCE OF
STUDENTS OF FIVE SELECTED COASTAL
HIGH SCHOOLS IN SAMAR

A Thesis

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In Partial Fulfillment of the
Requirements for the Degree
Master of Arts in Education

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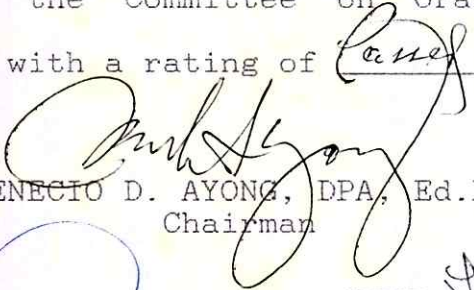
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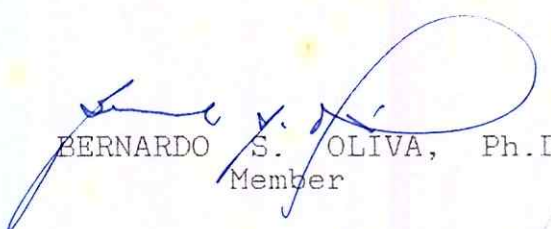
This thesis entitled "FACTORS AFFECTING THE NCEE PERFORMANCE OF STUDENTS IN FIVE SELECTED COASTAL HIGH SCHOOLS IN SAMAR" has been prepared and submitted by CORDULA P. BACHO, who having passed the comprehensive examination, is hereby recommended for oral examination.

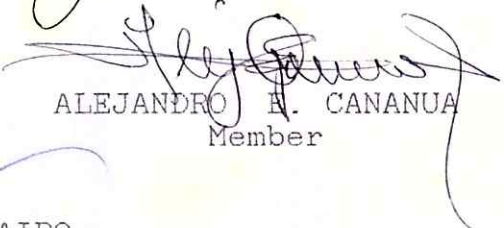
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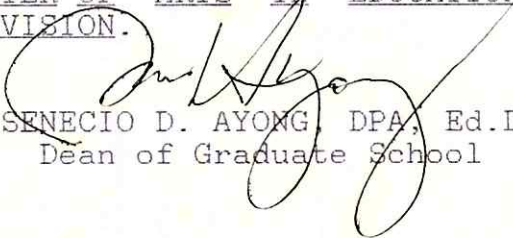

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CORDULA PEÑALOSA BACHO

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* D E D I C A T I O N *

* * *

* To my everdearest husband, *

* WENCESLAO MOSQUEDA BACHO and *

* to our three children, VICENTE, *

* WENCESLAO, JR. and VICTOR, *

* daughters in-law, LOIDA and LOURDES *

* and grandchildren; *

* For their loving care, prayers *

* and inspiration. *

* I lovingly dedicate this *

* work. *

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* Iday *

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ABSTRACT

This study attempted to determine the degree of influence the seven factors had on the NCEE performance of students in the selected coastal high schools. As regards NCEE performance of the five selected coastal high schools included in the study, Independencia Barangay High School got 0%, not one passed, Guitarcan Barangay High School with only 2 passers, Daram Community High School with 3 passers, Such Low percentage of passers was caused by factors as revealed in the order or rank as, No. 1-Socio-economic status with grand weighted mean of 4.42%, No. 2 -Student factor with 4.25%, school facilities with 4.23% grand weighted mean and rank No. 3, geographical condition with 4.05%, and rank No. 4- Weather condition with 4.01%, No. 5 - Teacher factor with 3.94%, rank No.6, and the last rank No. 7-Peace and Order with a grand weighted mean of 3.43%. The relation of the NCEE performance and the seven factors associated with it denotes a high correlation between the two variables with an obtained r of -0.70. Thus, it can be said that there is a high relationship between the NCEE performance and the seven associated with it. The NCEE performance of the students in the five selected coastal high schools was highly affected by the seven factors as: socio-economic status of the family, student factor, school facilities, geographical condition, weather condition, teacher factor and peace and order situation. The NCEE performance of the students and the seven factors denote a high relationship as determined through the Pearson r using the obtained mean method. The school should tie up with the community in instituting some measures which will hopefully improve community life.

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Chapter 1

THE PROBLEM

Introduction

To most people, education is the guiding and influential force giving the direction which one has to take in his life. It is a widely accepted fact that it is the process of developing an individual mentally, socially, morally, physically and even spiritually, thus making him a useful member of society. The current greater educational activities widen the horizons of human capabilities and these become more and more challenging as determined largely through learning. Of course formal education is obtained in attending school, where vicarious experiences can readily shape and influence the life of men. Furthermore, education is a self-directing and self-correcting process. Before the life of man was so simple. His wants and needs were not many and the adjustment for survival was easy even in attaining the best quality of learning. Later, the growth of education became varied as society demands. This of course, is a universal phenomenon. Parents desire for their children the best possible educational opportunities. As years passed, secondary education was not only offered in cities and towns but it also reached the farflung barrios. This

became so, because of the government's effort to uplift and improved the living condition of the Filipino people in the rural areas. The opening and extension of high schools to the barangays was in line with the implementation of Presidential Decree No. 6-A, whose purpose was to provide Filipinos with less in life an opportunity to attend school even only up to the secondary. The granting of secondary education to our barangays resulted in a reduction in juvenile delinquency, ignorance, poverty, and migration of barangay folks to other places.

According to Pedro Orata, who was tagged as the father of the barangay high school movement, having high schools in the rural areas, no matter how ill-equipped and wanting in academic excellence, is better than no high school at all. Thus, the presence of high schools in our barangays and farflung municipalities, in a way helped raise the literacy rate of the rural folks to an acceptable level.

Students of these secondary schools, seem to find satisfaction after graduation. However, speaking of quality education, it seems that they are far behind their urban counterparts. This grim reality is revealed by the results of the National College Entrance Examination. The percentage of passing in these high schools is generally lower than that of their urban counterparts.

Findings of SOUTELE (phase I and II) at no uncertain terms revealed that academically deficient pupils are found in the elementary schools and are eventually carried over to the high schools. Furthermore, secondary schools have for sometime been negatively affected by the wrong implementation of the Continuous Progression Scheme.¹ This practice even resulted in the students' losing their interest and eventually dropping out of school.

Records in the division office, Division of Samar, revealed facts about National College Entrance Examination results in the following coastal high schools in the division of Samar: Independencia, Barangay High School without any passer for the last five years, Guintarcan Barangay High School with only 2% passers, Daram Barangay High School with only 7% passers, Santa Rita Community High School with only 3% passers, and Tarangnan National High School with only 2%. Indeed the results are very alarming.

Academic failures are construed as failures of both the school and the community. It is estimated that among those who were of school age, 46% are out-of-

¹
Jose B. Socrates, Ph.D., Article - 1976
Educators' Congress and Curriculum Development, The
Philippine Journal of Education, March 1977, p. 41.

school, while 54% are in school. The retaining power of our school poses a very big problem. Of the original 100 pupils who started in the primary only 37 of them eventually completed or graduated the sixth grade. In short, out of every 4 elementary pupils, only 2 continued to high school. Of those who completed the high school, only one entered college.² It is because of the aforementioned reasons, that the researcher was challenged to conduct this study if only to discover the factors which cause the low National College Entrance Examination performance of students in the five identified coastal high schools.

Theoretical Framework

This study revolves around the theory of human needs of Abraham Maslow, who generally believes that an individual by nature strives to satisfy his desires in the order of hierarchy. The lowest unsatisfied level generally dominates the organism and when that motive is reasonably well-satisfied, the next proponent one emerges.³

²

Survey, Express Magazine, March 1981, p. 8.

³

N. Munn et. al. Introduction to Psychology. (New York: Houghton Mifflin Co., 1969). p. 335.

Furthermore, Maslow's hierarchy of prepotency of human needs assumes that the physiological needs such as hunger, sleep and thirst are the lowest or most basic

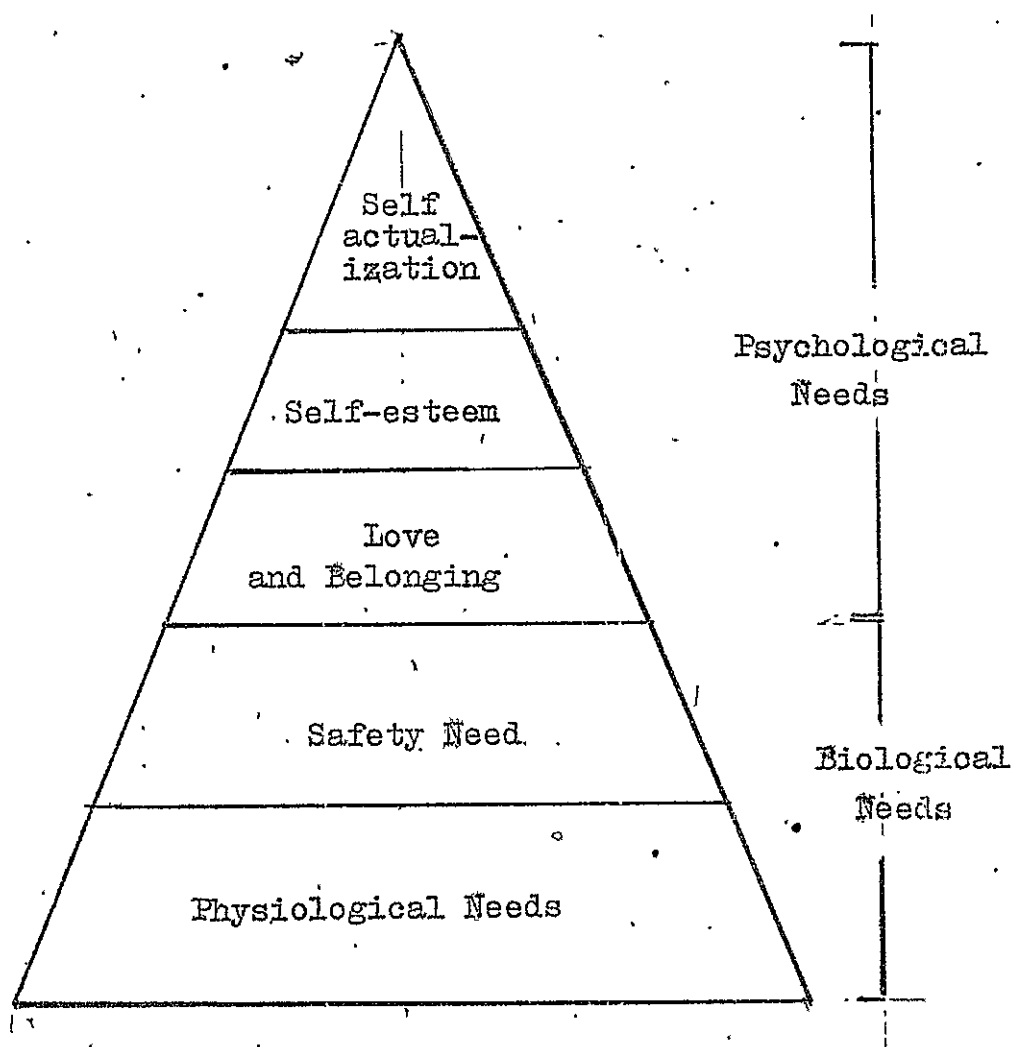


Figure 1. Maslow's Hierarchy of Needs

aspects of human motivation. When needs at all levels are unsatisfied, these are the strongest, but if the physiological requirements are met, then safety needs emerge, such as the desire for security, protection, and freedom from danger. Next in the hierarchy is love and belonging, which motivate one to seek companions, friends, or family or a group. Once, these needs are satisfied, self-esteem becomes important involving the desire for respect, admiration and social approval. At such esteem level presumed a desire for affectionate relationship and once fulfilled, then achievement, superiority and prestige motives become important, and at the highest level a desire for personal capacities develops a potential in him⁴ to do his best.

Maslow's hierarchy of human needs encouraged the researcher to conduct an in-depth study particularly on the students behaviors, towards his aspiration to attain an education which will eventually raise him to self-actualization.

The conceptual framework shows the seven factors which possibly affect the performance of students in the National College Entrance Examination. These factors are the geographical condition, teacher factor,

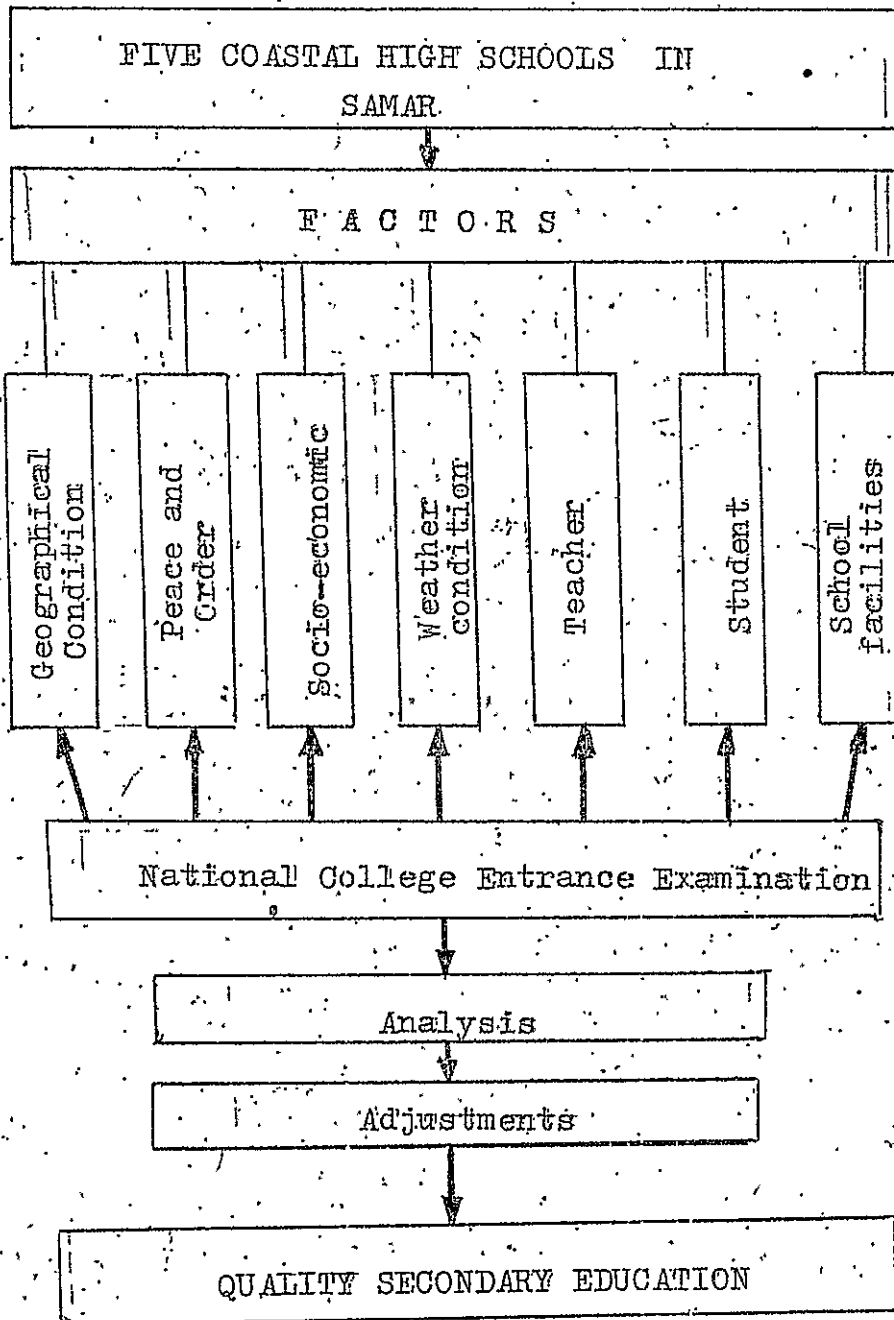
Conceptual Framework

Figure 2. A Schematic diagram showing the factors associated with the performance of students in the NCEE/

student factor, and school facilities. The responses of the respondents will now show the extent to which these factors affect their performances in the National College Entrance Examination. These then will be analyzed and the results will provide feedbacks to the schools, so that adjustments of any sort may be made to come up with better performance in the succeeding National College Entrance Examinations as a result of better instruction for quality secondary education.

Statement of the Problem

This study attempted to determine the factors affecting the National College Entrance Examination performance of fourth year students in selected coastal high schools in the division of Samar. Specifically, it sought to answer the following questions:

1. What is the profile of the five selected coastal high schools in Samar relative to the National College Entrance Examination?

2. To what extent do the following factors affect the performance of the selected coastal high schools in Samar in the National College Entrance Examination?

- 2.1 geographical condition

- 2.2 peace and order situation

- 2.3 socio-economic status of the family

- 2.4 weather condition

2.5 teacher factor

2.6 student factor

2.7 school facilities

3. What is the relationship between the performance of students in the National College Entrance Examination for school year 1988-1989, and the factors associated with it?

4. Is there a significant relationship between the NCEE performance of students and the factors associated with it?

Null Hypothesis

There is no significant relationship between the performance of students in five coastal high schools of Samar in the National College Entrance Examination and the factors associated with it.

Importance of the Study

This study is deemed useful and important to some groups of people who will eventually help improve the quality of instruction in our high schools.

To the students. Results of this study will surely encourage them to improve their study habits, so that their desires and aspirations can be realized.

To parents. The findings of this study will serve as an awakening so that they will be truly supportive of the studies of their children.

To teachers. This study will give them an idea as to what and how they should teach, so that their students will perform better in the National College Entrance Examination and any similar examinations.

To school administrators. This study will serve as a challenge to their leadership so that they will come up with some innovative strategies to increase the percentage of passers in the National College Entrance Examination.

To barangay/town officials. Results of this study will serve as an opener to them so that they can think of some measures to improve the physical surroundings of the school to make it more conducive to learning.

Scope and Delimitation

This research study attempted to conduct a survey of fourth year high school students in five selected coastal high schools, particularly 35 students at Independencia High School in Talalora, 30 students of Guintarcan Barangay High School in Villarela, 54 students of Daram Community High School, 58 students of Santa Rita Community high School and 59 students of Tarangnan National High School. The performance of the students in the five identified coastal high schools in the 1989 National College Entrance Examination was the primary focus of this study. (See Figure 3, Map of Samar showing the Coastal High Schools).

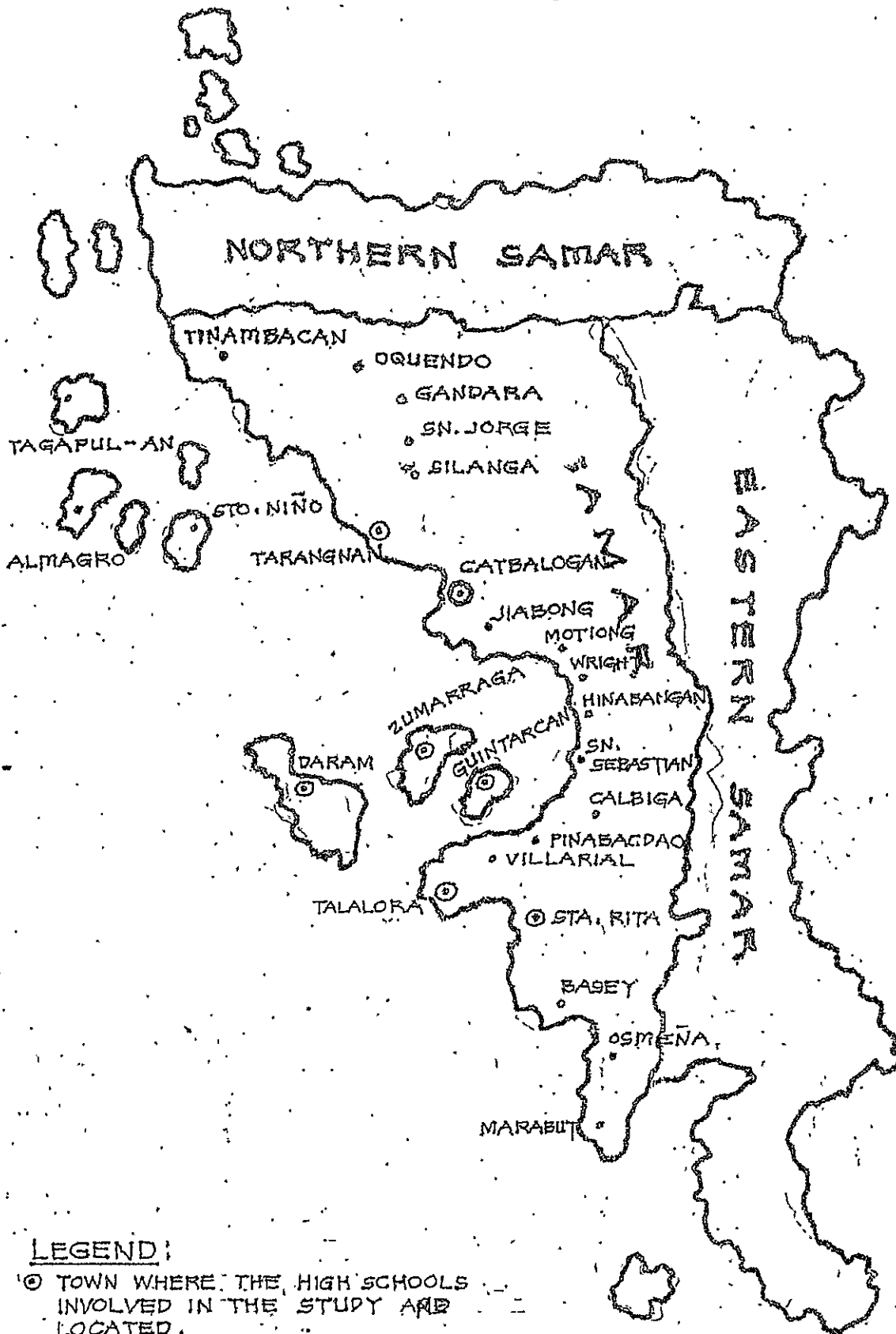


Figure 3 Map of Samar

Definition of Terms

In order to provide a common frame of reference for the readers, the following terms are defined as used in this study.

Administrator. This term refers to an official responsible for the management and direction of an educational establishments or any system.⁵ In this survey study, it pointedly refers to the principal or a head teacher of a school.

Coastal high schools. These are the high schools situated along or near the sea coast.⁶ In this study, it refers to Independencia Barangay High School, Guintarcan Barangay High School, Daram Community High School, Santa Rita Community High School, and Tarangnan National High School.

Curriculum. This refers to the whole body of course offered by an educational institution.⁷ In this survey study, it refers to the subjects offered by the school to the students.

Discipline. This means a measure to control, or an instrument for punishment.⁸ In this study, it refers to

⁵ Carter V. Good. Dictionary of Education. (New York: McGraw-Hill Book Co., 1959). p. 15.

⁶ Ibid., p. 9.

⁷ Ibid., p. 10

⁸ Ibid., p. 186

the way the wrong behavior of the students are corrected.

Educational progress. This means a process to hold⁹ continuous reconstruction of experience. In this study, it refers to this improvement of scholastic ratings.

Frustration. This means defeat in one's way of¹⁰ life. In this study it refers to failures which may cause worries and problems to the students.

Geographical condition. This term means location.¹¹ In this study, it refers to the place where a school plant is situated.

Guardian. This refers to the landlord of boarding¹² house of students. In this survey study, it refers to a person other than the parent, taking care of the student.

Maladjustment. This refers to a person who is unable¹³ to adjust himself physiologically to his environment. In this study, it refers to a person who finds it hard to make adjustments to his environment.

9

Ibid., p. 203

10

Ibid., p. 237.

11

Ibid., p. 346.

12

Ibid., p. 2161.

13

DECS Order No. 2, loc. cit.

N.C.E.E. is an acronym for National College Entrance Examination. A college admission requirement, per P.D. No. 146.¹⁴ In this study, it means an examination a student is required to take before he enters college.

Peace and order.¹⁵ This means quiet and pleasing sequence of things. In this study, it refers to the condition of the time when one is at ease and in normal situation.

Performance. This refers to an actual accomplishment as distinguished from potential ability.¹⁶ In this study, it refers to the academic achievements of our students.

School facilities.¹⁷ They are things devoted to learning. In this study, it refers to the school buildings, the guidance center, the playground, the library, etc. in school.

Socio-economic status. The term refers to the social and economic forces bearing upon an individual.

¹⁴ Webster's New International Dictionary. (USA: 2nd Edition, R & C Meriam Co.) 1660.

¹⁵ Ibid., p.2791.

¹⁶ Ibid., p. 2031.

¹⁷ Ibid., p. 2892.

group, etc.¹⁸ In this study, it refers to the family income.

Weather condition. Is subject to the action of the elements.¹⁹ In this study it means the changes of day to day climate.

¹⁸ Ibid., p. 3142,

¹⁹ Ibid.,

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To enrich this research study and survey, the factors affecting the National College Entrance Examination performances of the students, the researcher spent time reading, examining, and perusing books, dissertations, periodicals, published and unpublished theses, and other pertinent materials which are deemed relevant to this research. All these materials were carefully considered to clearly shed more light and give impetus to this undertaking.

CONCEPTUAL LITERATURE

Although mass education is necessary and a desirable part of our civilization, it does not supply the answer to all educational problems. Thus, if the students' need are to be met, mass education must be supplemented by arrangement to provide individualized help in adjusting to the program of the school, utilize results to make changes and even so involve the parents in many instances. Teachers and administrators likewise would adopt measures to determine the extent to which the students feel sure of what the public expects of them in their educational

accomplishments, by planning and implementing the program in such a way as to remedy the deficiency and to measure the students' performances.

The success of the students in his educational career deals on how he studies, uses common tools for learning, in his adjusting to school life, to his daily activities, learning to be with his teachers and peers and knowing how to use the school facilities. All these would only be realized by him if no obstructions or problems crop up.²⁰

Adjustment, therefore is primarily a home responsibility which is later supplemented by the school. The family provides the child with his first lesson in living with people.

According to James C. Henson, education is a community project, so parents are obliged to send their children to school. Thus, the success of educating the youth depends so much on close cooperation, coordination, and relationship between the school and the community. A great deal of diplomacy, public relations, professional skills and executive ability on the part of educational leaders are significant.²¹

²⁰

James C. Henson, et. al., Elementary School Guidance. "Guiding Pupils" (New York: McGraw-Hill Book Co. Inc., 1968). p. 317.

²¹

Ibid., p. 318.

Still according to him, the school must take charge of providing an adequate academic psychological and personal foundations for its young school learners. To assist students who are failing is to let them work and to keep them busy.²²

Educators should be aware of the national and local problems facing the educational progress. Community and school problems could be handled successfully through this process, for they could be dealt with promptly.

Teachers and counselors work in parallel to achieve their goals, thus, we believe the classroom teacher needs to possess the following personal traits as skill, well-informed in his area of expertise, patience, creativity, understanding and others, that will bring an atmosphere of openness, acceptance and respect, thereby bring the best learnings to the students.

The rather sudden transition from a small stable, more or less homogenous school population to an enlarged, mixed, transient heterogenous school population, brought the school personnel face to face with many problems for which they had not planned and with which they could not cope unless the school program was changed. Discipline for example had become a major problem. Over-age, and low-ability students, who were made to meet scholastic

demands upon them by their teachers, drifted into
delinquencies both in and out of the school. ²³

Although, it was the general feeling of the faculty, that owing to conditions in the neighborhood and the school, the most imperative need of the students was for more effective, well-rounded individual.

The transition from home life to school and community life frequently causes maladjustments undesirable attitudes towards the school and life and emotional ²⁴ disturbances that affect the entire future of the child.

The teacher, then is indispensable in our school to help every student achieve his goals.

The curriculum of most secondary schools should be drastically organized. Among other changes, however, are those which involve occupational information and trainings ²⁵ which must be included and should be greatly enlarged.

Sometimes, curriculum improvement is like putting a jigsaw puzzle together, it is easy to parts that the over-

²³

Albert T. Oliver. Curriculum Development. "A Guide to Problems, Principles and Procedures" (New York: Dodd, Mead and Co., 1971). p. 166.

²⁴

Paul J. Leonard and Eurich, et. al. An Evaluation of Modern Education. (New York: D. Appleton Century Co., 1982). pp. 10-11.

²⁵

Kimbal, Wiles and Jean T. Lovell. Supervision for Better Schools. (New Jersey: Prentice-Hall Inc., Engle Cliff, 1980), p. 321.

all picture is lost.

Furthermore, Oliver commented that there are many steps in curriculum improvement, curriculum study, and development had grown from a narrow administrative base to a widespread cooperative activity. The leadership of an administrator is most vital especially in forms of initiating and expiditing the entire venture.²⁷

Our educational system is geared to the average students only, until recently we have no place for inferior or superior students. We should not miscontrue the idea that equal opportunities for all means, giving the same kind of education to all regardless of ability, interests, and desires. Equal opportunities means giving each individual the chance to develop himself to the best of the capabilities. Though of course the failure of the student is construed as the failure of the school and the community lies behind are factors that may cause him to fail in his school work. Such may be due to geographical condition, peace and order, socio-economic, weather, teacher, student himself and last his school environment and facilities.²⁸

That according to Chrisholm, students do make

²⁶

Ibid., p. 167.

²⁷

Oliver, loc. cit., p. 218.

²⁸

Kimbal Wiles, loc. cit., p. 329.

absences due to the long distances of their homes from the schools most especially when the inclement weather makes it difficult for them to travel.

Regardless of what may be written in a text or in a course of study outline, the personality of the teacher, conducting the lesson is a major influence in determining the actual outcomes of the learning process.²⁹

Teachers should join in the study of adolescent's needs and problems. A guidance counselor can serve as a resource person and may initiate moves to make changes in the school program, it meet the needs of the students. Yet, the responsibility for making these changes is shared by the school head and faculty as well as the community as a whole. A teacher makes his best contribution by humanizing the school.

According to Wrenn, in order to avoid too many drop-outs and failures among our students, the school must provide a realistic, social, and vocational orientation in school.³⁰

Students should not only be confined to their academic activities, but should be exposed also to varied

29

Leslie R. Crisholm. Guiding Youth in the Secondary. (Yew York: McGraw-Hill Book Co., Inc., 1971). p. 128.

30

Wrenn, et. al., Guidance for Students Problems. (New York: McGraw-Hill Book Co., Inc., 1972). p. 148.

extra-curricular activities such involving them in organizations as clubs, programs and others.

Assuming, that the family does provide much that shapes the early personality of the child and inducts him into the culture. One significant trend in family life, threaten the most effective use of the potential. Broken homes and family discord, are the same negative factors in the educative influence of the home.³¹

According to Redden and Bryan, when parental interest is lost, the efficiency in the household work is impaired and the education of the child in accordance with the true nature and society needs are jeopardized. He further said, a child who shows evidence of having a problem at home tends to carry the same problem to the school. The insecurities and frustrations that originated at home are as well carried to the school, hence such proportions block academic progress. As a child who is worried and unhappy has no zest for learning.³²

As to Bernhart, favoritism causes jealousy among the students. Teachers need to feel the real challenge of guidance so as to accept each boy or girl for what he is

31

Ibid., p. 226.

32

John Redden and Francis Bryan. A Catholic Philosophy of Education. (Wilwonker: The Bruce Publishing House, 1965). p. 349.

or she is and to help him or her understand himself in the world in which he actually lives. Such trait of favoritism can cause drop-outs among our students.

The teacher must treat students, equally and fairly. He should expose them to all opportunities where everyone can share and participate actively to express his ideas.

To Arthur Jones, the spiraling rate of drop-outs and failures among our students are our most and greatest concern.

Teachers must look into the causes why students are irregular. If no information is given to the teacher in school, then it is time for him to conduct a home visitation.

In social learning theory, there is the presumption that morals are first acquired from one's parents' through modeling and imitation. These are then internalized in early childhood. Later reinforcement where positive or negative and punishment help determine which of the learned moral behaviors will be internalized. However, parents are not the only sole models, other adults, peers also can be imitated. Discipline is one facet of

33

J. Bernhart. Guidance Program in the Secondary School. (USA. 1972). p. 423.

34

Arthur Jones. Principles of Guidance. (New York: McGraw-Hill Book Co., Inc., 1965). p. 34.

35

reinforcement and punishment.

To Wolfbein and Gluck, as they interpreted the data on school dropout, failures can be prevented through proper and continuous guidance services which play a vital role in early traits identification, treatment and environment manipulation.

36

That teacher should identify each pupil's needs, interests, and others by letting him answer his personal data, sociogram, and other devices so as to meet the goals successfully.

Lindgren, et. al. in his report showed that in states where there are many dropouts, there is a high rate of criminality and homicides. This is corroborated by the findings in the study made by Donald C. Barker and Paul Hensorling in 1965, which stated that a community where there is a high retention of students' attendance in school, tends to show a low percentage of criminality.

37

Arthur J. Jones in his study of students' dropout said, those who dropped school become delinquent in the

35

Myra Windmiller, Nodine Lambert, et. al. Moral Development and Socialization. (USA: Kare, Mason Meyer Copyright. 1980). p. 22.

36

Wolfbein and Gluck, General Sociology. Study on the Behavior of Students. (New York: McGraw-Hill Book Co., Inc., 1955). p. 461.

37

William Lindgren and I. Crowback. Educational Psychology. (New York: McGraw-Hill Publishing Co., Inc., 1989). p. 421.

society and are jail problems. They quit school for they meet difficulties in their studies, especially the slow or poor achiever. Some, however, need counseling, others not. Sometimes these students also need to have someone to advise them in their studies. They need an objective appraisal of their abilities, and sometimes have to be reassured about the advantages gained through continuing in school. More so, research studies gnerally show that students who are counselled are less likely to drop from school than those not counselled.

38

According to Crowback, et. al., his work study program at Mckingly High School in St. Louis, the high percentage of dropout rates of students are caused by academic failures and undisciplined manners.

39

Since our students are now influenced greatly by the complexity of life, the ills of society like ganging, gambling, disco life, love habits, etc., which affect them greatly in their behaviors, so it is wise for us teachers to make them members and leaders of organizations like English, Science, Mathematics Clubs, etc., to make them busy and never to think otherwise. To really help them see the place where education may play vital role to

38

Arthur J. Jones. Principles of Guidance. (New York: McGraw-Hill Book Co., Inc., 1970). p. 312.

39

Ibid., p. 425.

realize their hopes and aspirations and a genuinely and successful life. Teachers must always help and inspire these young students to like the course or whatever the school offers to make sure that they fully understand and appreciate that tremendous advantages of getting the most when they are still young to attend schools. At the same time, teachers must be carefully cautioned not to scold or threaten students.

These young people in school are humans. It is precisely that this human capital is the most valuable of all capitals. In making for a productive and honest living, there can be no substitute for education. In any field of work, the productive capacity of learned individual is of greatest importance, other forms of wealth taken together.

Likert asserts that where there are human values there is an appreciable relationship between superiors and administrators to involve subordinates, more fully in policy formulation and group decision. He advocates participative management where group process is a mechanism and human development is a goal. Still according to him, education is to prepare the youth to live in this current and future world, our educational system must adopt humanistic orientation.

According to Brown, Academic marks are valuable for the students as they serve as form of reinforcement.⁴¹

An eminent educator has described the effective teacher to be one who is really human. He is one who has a sense of humor, is fair, emphatic, democratic, and one who has mastered the lesson.

According to David P. Ausubel, in general, teachers' personality characteristics have not been highly correlated with effectiveness in teaching. Two principal traits are: (1) warmth and understanding which tend to gratify the affection of students, as praises, encouragement, (2) openness affects responses which promote more wholesome personality which enable the student to attain a higher level of academic achievement.⁴²

Since education is a human endeavor, and as such human consideration should be foremost in any educative move. It is clear that individuals can work happily in an atmosphere, where mutual understanding and respect for one's dignity prevail. In such an atmosphere, we can expect proper planning and the best thinking. When the mind is without fear, the individual can grow freely,

⁴¹
Anthony M. Brown. Discipline Concepts in Education. (New York: McGraw-Hill Publishing Co., Inc., 1964). Copyright by Daughters of St. Paul. p. 412.

⁴²
David T. Ausubel. Educational Psychology. A Cognitive View. (New York: Holt Rinehart and Winston Inc., 1968), p. 453.

think freely and act confidently.

Major aims of our curriculum nowadays is more on character development of the child. It focuses on the improvement of the teacher-learning situation. Curriculum should be flexible and responses suited to the changing needs of modern life and to the variation in local⁴⁴ conditions.

Further, Burton said, evaluation is an integral part of teaching-learning. It is the procedure and process to study the personality and behavior of a child in order to find out whether educational outcomes which we desire as teachers are actually being achieved.⁴⁵

According to Keyte, skills used by a school teacher⁴⁶ or administrator are human skills, not technical skills.

Still other factors influential in social development are to be found in the home, and the family. Prominent among them are the parents' attitudes towards their child and the child's attitude towards the other members of the family. Tensions due to economic or financial insecurity, crowded conditions as in big families may really cause a

⁴³

Ibid., p. 459.

⁴⁴

Witt Burton. Supervision, a Social Process. (New York: Appleton-Century Crafts Inc., P.G. 1972). p. 415.

⁴⁵

Ibid., p. 715.

⁴⁶

George C. Keyte. "Teacher at Work, The Elementary Education. (New York: Dryden Press. 1961). p. 517.

child to be in academic performance, said Keyte.⁴⁷

With the recent increase of prices and the rising cost of education, it is not surprising that most of our youths drop out of school. There are many reasons attributed to this which are all very familiar like poverty and financial inadequacy since the majority of the Filipino people are poor. Most of them have no permanent jobs. They cannot even afford to eat three square meals a day. But these people are honestly ambitious and they have dreams for their children hence, they want them to acquire education.

Donald G. Peterson said, financial limitations frequently prevent a student from choosing an occupational goal in harmony with proved assets.⁴⁸

Of course, the role of the school is to train every child to become worthy member of his community and to give him the tools so he can best serve himself and the society to which he belongs. It is even the role of the school through the guidance program to inform the students about occupations suited to his interest, ability, personality and circumstances.

Teachers, more than any other is in a vantage

⁴⁷

Ibid., p. 420.

⁴⁸

Donald G. Peterson, G. Englewood, et. al., "Student Guidance Technique". Principles of Guidance. (New York: McGraw-Hill Book Co., 1962). p. 512.

position to determine readily the interests, capabilities,
talents, weaknesses, needs and problems of the students. ⁴⁹

To Donald A. Laird and Eleonor C. Laird, the second key to good human relations is understanding the people you are dealing with. Human relations actually begin in the family, where experiences at home can be extremely different to some. Human relations also occur in the school environment. Each person has a different way of
implanting relationship with peers, taking friends, etc. ⁵⁰

The upsurge of juvenile delinquency is a clear proof that environment exerts a great influence upon the youth.

According to Leslie R. Crisholm, a major responsibility of the school is to minimize frustrations among the students in order to make the school have more possible passers thus make school life more satisfying to them. He also observed that one type of frustration needing constant counselor's attention is curricular conflict frustrations, a reaction to an inflexible,
narrow, lifeless, and undifferentiated curriculum. ⁵¹

Still according to him, an ideal curriculum is a vehicle by which a young student tries exploratory

49

Ibid., p. 608.

50

Donald A. Laird and Eleonor C. Laird, et.al., Psychology, Human Relations and Work Adjustment. (Gregg Division, McGraw-Hill Book Co., 1983). p. 247.

51

Leslie R. Chrisholm. "Teenage Problems", Guiding Youth in the Secondary. (New York: McGraw-Hill Book Co., 1968). p. 128.

experience, a task which makes his own development needs,
⁵²
 desires and interests. So that this same vehicle must
 be designed to move the student towards a healthy sound
 mind and body. The school head must involve teachers, and
 guidance counselors in making class programs so as to meet
 the needs and interests of the students, besides solving
 other students' problems.

If they can make students aware that the school is
 definitely interested in them as human individuals, but
 will also give all students a better feeling about their
 own school, one that will improve their morale and general
 attitude thus enable them to take the only opportunity to
 gain greater or better benefits from their educational
 experiences and development.

Lindgren claims that students who are counselled are
 less likely to drop from school than students who are not
⁵³
 counselled.

The "curriculum development and design center," is
 where the program of engagement opportunities for students
 is designed and tested. Each learning center is
 represented along with the various other sub-system in the

52

Ibid., p. 130.

53

Henry Clay Lindgren. "Teenage Problems", Guiding
 Youth. (New York: McGraw-Hill Book Co., 1950). p.128.

54
school.

Teachers must always be ready to help and assists students' needs. Lessons must be made intersting and not boring and should be introduced to them in many varied ways like outdoor activities, fieldtrips. etc. Good teaching is based on skills actually related to the young learners. It does not seem likely that we are to solve their problems by making superficial changes in the tattered remnants of an ancient curriculum. The curriculum of most secondary schools should not be drastically organized. Other changes, like occupational information and training should be included and should be greatly enlarged.

Hipple said, having a thorough understanding of the subject matter, help students in the decision-making process. Further, he said, teaching in the secondary schools is best regarded as Ternary process. That a good teacher must know his students very well as an individual, the students too will be happy as he sees himself being
55
highly regarded by his teacher.

To Hansen, discipline must not be confused with

54

Kimbal Wiles. Supervision for Better Schools. (New Jersey: Englewood Cliffs, Prentice Hall Inc., 1975). p. 206.

55

Martin Hipple, et. al., "Improving Middle School Guidance", Practical Procedures for Counselors Teachers and Administrators. (Boston: Boston Book Co. Inc., 1960). p. 190.

stupid forms of punishment. Teachers who really teach will generally be able to maintain a fairly good order and one may be quite certain that continuous disorder is the result of faulty organization and technique in the
56
treatment of the lesson.

Mueller said, that discipline means to prepare each boy or girl for life in a democratic society. He further states that the purpose of discipline is to help the individual to acquire knowledge, power habits, interests, and ideals which are designed for the well being of himself and his fellowmen. Good teaching is made possible
57
by good discipline.

Grim and Michaelis⁷ commented that good discipline is a result of good teaching by product as it were. Good discipline implies obedience on the part of every pupil to closer rules and regulations, with the aim of achieving
58
success in learning.

According to K. Wiles and J. Lovell, "the development of leadership in group members involves getting them to

56

K. H. Hansen. High School Teaching. (New Jersey: Prentice Hall Inc., 1959). p.360.

57

A. D. Mueller. "Discipline the Students", Teaching in the Secondary Schools. (New York: The Century Co., 1982). p. 48.

58

P. R. Grim and J. U. Michaelis. The Student-Teacher in the Secondary School. (New York: Prentice-Hall Inc., 1954). p. 261.

assume responsibility for the planning and development of a program, it also involves creating the type of atmosphere in which they encouraged and stimulated to exert their full native ability. Through helping staff members achieve leadership, the full power of the group is released. Each member makes his maximum contribution as he has the opportunity to lead, and he grows in strength and ability through the experience.

The environment in the classroom is of major concern, to both teachers and counselors. Assisting teachers in developing a positive clientele is of primary importance in developing a good learning environment. On-going evaluation is necessary in curriculum development.

Still according to Kimball Wiles and John T. Lovell, the instructional resources center is primarily a service center to the rural student, where materials and equipment are developed, collected and made available according to the needs of the learners. The function of the center is not just to make materials and equipment available, but rather to involve student and teachers in the process of development.

59

Kimball Wiles and John T. Lovell. Supervision for Better Schools. (New Jersey: Englewood Cliff, Prentice-Hall Inc., 1975). p. 207.

60

Ibid., p. 208.

Nowadays, in most schools they are providing them already, but sad to say in barangay high schools for lack of facilities these are not realized.

Grim, et. al., said, the school personnel must not only administer discipline but must be aware to perform duties to find out the causes of bad discipline and to them, in their needs and problems. As helping them individually which will develop in him a normal personality.⁶¹

Dr. Rodolfo Azanza, verified the necessity of parental participation in educating the child, that as contrary to the belief among a growing number of parents, the education of their children cannot be entirely relegated to the formal school. The child's acquisition of the basic skills as well as the need for social and economic efficiency require parents' participation. The full development of the child cannot be attained through the singular effort of the teachers, but through the cooperation of the parents. The teachers are the implementors of the curriculum in the formal school system. It is not enough that a child receives the knowledge and information in school for there are learning activities that go beyond its premises and which in fact,

⁶¹

Grim, et. al., p. 263.

activities that should be done at home, under the supervision, guidance and concern of parents. Inspiring the child to learn is very crucial and in this respect,⁶² the parents would be the logical source of inspiration.

Another Filipino author, Filipe de Guzman, said, to avoid failures among our students, teachers should stress in developing our youths to be economically self-reliant, that they should be able to survive by themselves should they get out of school. Unless good qualities of character are developed in our pupils from the kindergarten up to the graduate school, our educational efforts will not attain their ultimate goals and the future of our country cannot be brighter than it is today.⁶³

Since the goal of education recognizes that education is more than the three R's. It is not only imparting knowledge but inculcating attitude, developing essential skills, reinforcing moral codes, strengthening loyalties, and promoting allegiance in his own way of life. It concerns the total person and the total goal is for the

62

Rodolfo Azanza. "Commitment in Development of Human Potential." The Philippine Journal of Education. June 1982, p. 361.

63

Felipe de Guzman, Human Values". The Modern Teacher. July 1983. pp. 118-119.

individual in society to become productive and versatile citizens, ever achieving the optimum development of his potentials.⁶⁴

According to Marino P. Sevilla, free elementary education started many years ago while free public secondary education scheme was only created by House Bill No. 2528 which was signed into law thus implementing the Constitutional mandate of free Public Secondary Education. This scheme, therefore, aims to develop or give full access to education to all filipino children who want to gain advantage of this policy. However, if there are advantages, there are also disadvantages of this policy depending on the kind of student. As students who belong to the happy go lucky group tend to look at this as an opportunity to relax. Knowing that secondary education is now free, they exert lesser effort in their studies creating a lower standard of education. They no longer worry or fear to repeat the year, as observed - anything free is not valued much. Thus, contribute accounts on achievement of students whose attitudes is not very favorable is below par as compared to the most dedicated ones.⁶⁵

64

Telesforo N. Boquiren. Educational Leadership. (Manila: St. Mary's Publishing House. 1975). p. 426.

65

Marino P. Sevilla. Implications of the Secondary Education Development Program (SEDP).

Gregorio said, teachers must see to it that discipline at home and the school does not interfere with the development by inculcating an aptitude of subservience to the ideas and demands of older generations. That it should recognize the dignity of each individual and his right to seek recognition and to direct his own activities. Further, he said, teacher-student planning is an educational process, where they can contribute their own ideas.⁶⁶

So, teachers must involve students in any plan of activities they will undertake.

According to Kapunan, if a child is constantly upset or frustrated because of home or social difficulties, he is not likely to be in the proper condition to learn.⁶⁷

Furthermore, he said, Physical and environmental factors affect learning. School facilities like good ventilation, comfortable chairs, proper lighting, wide green lawns with playground facilities provide a better background for learning, than crowded classrooms, etc.⁶⁸

As to Dr. Apolinario U. Tating, he said, preparation for growing a practical life aside from intellectual work

66

Herman C., Gregorio. School Administration and Supervision. (Quezon City: 1960). p. 418.

67

Rocío Reyes Kapunan. Educational Psychology. (Manila: Rex Book Store. Fourth Edition., 1974). p. 74.

68

Ibid., p. 78.

as further studies is supposed to be an essential function
 69
 of education.

According to Alfredo P. Anit, he commented about NCEE, that if we're to continue giving this NCEE to our youths who like to study in college or university, we are violating our new constitution of the Republic of the Philippines new administration of President Corazon C. Aquino on Article XIV:

Section 5, No. 3 stated this:

"Every citizen has a right to select a profession, or course of study, subject to fair reasonable, and equitable admission and academic requirements."

So, such provision is broken, instead of helping educate our youths, they will be frustrated and so raise increase the number of out-of-school youths.

That our school must be programmed for a balance establishment of an effective and efficient coordination between theory and practice rather than an overemphasis on academic subjects by specially-assigned teachers which
 70
 develops negative attitudes towards the world of work.

The late President Ferdinand E. Marcos, stated that education must be firmly related to life, that its content

69

Apolinarion U. Tating. "Basic Skills Training." The Modern Teacher. March 1988. p. 117.

70

Alfredo P. Anit. "The Side Effects of the NCEE." The Modern Teacher. October 1989. p. 169.

must include the here and now, the real life problems of individuals and the community, that instructions must firmly be directed towards the teaching of competence at the same time pursuing educational programs toward the realization of human dignity in terms of productive work, of a decent living, and of an improved indigenous or native environment.⁷¹

Then from President Corason C. Aquino, in her keynote address to the CEAP, said: It is the concern and interest of government to reach to the grassroots and focus in the education of the young-- The quality education of our youth is the best assurance of achieving national reconstruction.⁷²

From former secretary of DECS, Miss Lourdes R. Quisumbing, in her speech said: May the major concern of the new leadership in MECS are teachers' welfare, values education, upgrading of institutes and reorganization of the ministry. Keep in mind that each year, we have about 750,000 taking the NCEE of whom 40% of them are repeaters, and over 150,000 college graduates from whom we

71

Pres. Ferdinand E. Marcos, Keynote Address to 1976 Educators Congress and Curriculum Development. FAPE Review. April 1982. p. 312.

72

Aquino, Quisumbing, et. al., Address to the CEAP National Convention, Xavier University, Cagayan de Oro City, July 6, 1986. Compiled - Higher Education for Rational Reconstruction. (Manila: National Bookstore, 1987).

must find work.

At any given moment, administrators responsible of the school must make decisions that serve to move education forward. The quality and effectiveness of the educational planning lie primarily in the hands of those who are responsible for designing and implementing plans for the development, improvement and reform of education. The great concentration of efforts on development which is evident all over the country, has resulted in the increasing emphasis on planning as a strategy for change. The concept of development as growth plus change has given an additional role to education. Educational planners and administrators should explore new awareness, innovations, and reforms educational structures, contents, methods and techniques, diversify education provisions in order to serve the continuously increasing student population.

A meticulous survey of the many causes of failures of our young students reveal many reasons. In that first National Conference on Students Mental Health held in Baguio City on October 20-23, 1980, the following are among the identified causes of failures among our students which lead them to fail academically or lead them to drop-out from school.

73

Ibid., p. 53.

74

Survey, Express Magazine, March 1981. p. 8.

1. Lack of personal discipline on the part of the students;
2. Insufficient academic preparations on the part of the teacher;
3. Inadequate finances on the part of the parents;
4. Poor health resulting in missing meals;
5. Vocational misfits;
6. Weather conditions; and
7. Insecurity

The same evaluation report recommends that dropouts can be minimized through many approaches which will enable students to like their study such as :

1. Male students follow a work-study program which will enable them to study in school a part of the day and work a part of the day too.

2. Counselling on the needs of teenagers is especially attained through group counselling.

3. Constantly helping the school and its faculty accordingly to adjust to the psychological needs of the young students. Some schools simplify the tasks of the guidance worker by including him in the committees charged with responsibilities for curriculum revisions.

4. Interview is one approach that William C. Moore, has found to be useful in helping teachers gain a better understanding of the world in which children and young people live. It is an effective technique in preventing dropouts.

Again, the findings of the survey report of the Office of the Planning Services of the Program of Decentralized Educational Development (PRODED) uncovered the serious problem that tagged the secondary level of education as the weakest link in our educational system. Such was shown by the results of an educational survey conducted by the Presidential Commission to Survey Philippine Education. Similarly, the SOUTELE findings (Phase I and II) at no uncertain terms revealed that academically deficient pupils are found in the elementary schools and are eventually carried over to the high schools.
75

This is an educational weakness that has eluded solutions and has plague the system for sometime. Such condition when a child is passed from grade to grade leads him to double his difficulties and eventually results in his losing interest or enthusiasm to study.

Such studies depict a related ideas to the present study, as shown by poor academic performance of our fourth year students in the National College Entrance Examination.

Dr. Apolinario U. Tating in his speech delivered during the closing ceremony of the UNESCO, commented and said, the emergence of a new conception of integrated

development focused on man in the 1970's accentuated the society's demand for education. Inevitably, educators have to seek workable solutions to problems concerning relations between education and work, enhancement of flexibility and coherence of educational system, maintenance of quality education, and relevance of education to socio-economic development needs. Thus, he suggested reforms of our educational system.⁷⁶

The present study deals with the factors causing the failures of some coastal schools in the National College Entrance Examination for the last five years. As found out, students are academically deficient in comprehension skills and on analyzing the problems or questions, hence, this calls for "Back to the Basics" in the elementary grades, in order to raise secondary education and to produce more mature literates who will be technical and scientific thinkers.

Finally, the research study revealed that there are several environmental factors that do contribute to the educational progress of the learners, which are very much needed in attaining educational goals.

RESEARCH LITERATURE

Contemporary issues on the NCEE and with the full implementation of the NCEE, a lot of people made noise and

inevitable criticisms as, most failures registered were those of remote areas, students failure due to difficulty in answering, etc. Such were attributed as inadequacy of educational foundations, lack of facilities as books, etc., and teaching competencies.

Originally, the first NCEE's of 1973 and 1974 were conducted by the Fund for Assistance to Private Education (FAPE) and continued the following year by the NETC which assumed the function.

To Saleden S. Teo - NCEE an Antidote to the Ailing Philippine Educational System branded it as "Sword of Democles" which causes student to determine his professional course to be taken up.⁷⁷

As cited per P.D. 6-A entrusted the Presidential Commission of December 1970 to survey Philippine Educational System and implemented various educational development projects such as curriculum changes, teachers' education and competencies, upgrade the quality of education . . . thus implement the conduct of National College Entrance Examination for college admission requirement. Conformably, with this policy, Presidential Decree No. 146, issued by His Excellency, the late President Ferdinand E. Marcos, which commented and said for quite sometime, it has been known that, quality of

education in the country had been deteriorating that, National College Entrance Examination ultimately aim to help the nation attain a healthy and viable balance of all types of workers in the manpower stock of the country.⁷⁸

According to Mustacisa, the performance in the 1975 NCEE was influenced by the socio-economic status which showed that students belonging to families with high resource levels perform better than those belonging to lower income levels.⁷⁹

Further, he said as found in his study that younger examinees perform higher than older examinees.

Mustacisa's study focused on the improvement of performance in the NCEE, thus:

1. familiarization of the nature of the test which gone full-concluding as :

- a) good study habits are not predictive indices of good scholastic achievements.
- b) substantial relationship exists between study habits and I.Q.
- c) achievement and mental ability have high intelligence

78

Late Pres. Ferdinand E. Marcos. "Keynote Address to 1976 Educators Congress and Curriculum Development." FAPE Review. April 1982. p. 312.

79

Ulrico B. Mustacisa. "An Assessment of the NCEE." (Unpublished master's thesis, March 1985).

d) high intelligence is not a good predictive
index of scholastic achievement

Barsaga's research study on the NCEE revealed significant findings that socio-economic status of families is more likely to affect greatly students' academic performance.⁸⁰

The research study of Dalumpang, cited some factors causing the scholastic decline of high school students as housing condition, school facilities, etc., but among them he considered diet as the greatest factor.⁸¹

Legaspi in her research study, cited that educational attainment and occupation of a father have influence on the student's academic performance in school.⁸²

Further, Legaspi commented and said that there are factors attributed to academic failures among our students were: inadequacy of educational facilities, that most librarians say that both faculty members and students have

80

Eligio B. Barsaga. "Factors Associated with School Performance in the NCEE: A Policy Study". (Unpublished dissertation. U.P. 1977).

81

Maximo Dalumpang. "Study of the Socio-Economic Status of the Fourth Year High School Students of the Northeastern College of Santiago, Isabelita in Relation to the Academic Achievements 1973-1975. (Unpublished master's thesis. 1975).

82

Helen Legaspi. "Socio-Economic Correlation of Academic Performance". (Unpublished master's thesis, St. Louise University, Baguio City). p. 118.

not been using the library at optional level, as such the library has become an underutilized educational resource.⁸³

Students today have become utterly wanting in library skills. Few have the competence in the use of pathfinders, bibliographies, and card catalogue. This is due to lack of library skills on the part of the teachers handling them. While in the past, elementary and secondary students had to take very specific lessons on how to make use of the library.

Thus, in a 1978 Panoramic interview with the NCEE Director, the profile of our filipino college students was described as high in the scale of memorization and low in the scale of abstractions, inferences and logical reasoning. So that, based on the NCEE result findings, the aspiring average college student is good memorizer and a poor thinker.⁸⁴

Still to Namia, revealed that significant relationship between teachers and student depicted on human relations is very crucial.⁸⁵

⁸³

Ibid., p. 120.

⁸⁴

Focus Philippines, August 18, 1984. p. 13.

⁸⁵

Renato C. Namia. "Administrative and Supervisory Competencies of Public and Private Secondary School Principals". (Unpublished master's thesis, LIT, Tacloban City, 1979).

Esperat, in her research study, recommended and suggested that to have good teacher rapport with his principal or vice versa is foremost to show on the part of the administrator to establish "an open policy" which will facilitate fast solutions to problems met.⁸⁶

Baron's study on the health status of pupils revealed its effects on their studies which may lead them to be inattentive and poor in academic work.⁸⁷

Mrs. Phebe R. Nacionales, in her unpublished thesis commented that it is a common knowledge that the home and the school are two of the most important and influential institutions which basically affect the personality development of every human being.⁸⁸

The related studies just reviewed by the researcher have relevance to the present study, because they emphasize human relations between administrators, teachers, and students which are needed in satisfying and solving some problems encountered by students.

86

Carmen A. Esperat, "The Morale of Public Elementary School Teachers, Tacloban City Division: Ats Implication to Educational Management". (Unpublished master's thesis, LSC. 01978).

87

Mariano B. Baron. "Health Knowledge and Practices of the Grade VI Pupils in the Urban and Rural Areas of Samar: An Evaluation." (Unpublished master's thesis, 1985).

88

Phebe R. Nacionales. "Home and School Problems of the Fourth Year High School Students of Catbalogan, Samar: Their Implications to Guidance". (Unpublished master's thesis, March 1985).

Furthermore, they dealt on knowing the factors which cause academic failures and poor NCEE performances of the students.

However, all the related studies just reviewed differ from the present study in some aspects like the place of the study, the type of research method employed, the instrument used and the number, sex, age, and year level of the respondents.

Chapter 3

METHODOLOGY

Research Design

The research in this study made use of the normative survey design, otherwise known as the descriptive method of investigation with the questionnaires as the major instrument in gathering the data. This method was supplemented by an unstructured interview of the respondents to check the initial responses. Documentary analysis was also done to obtain the performance of the students in the 1989 NCEE. Different reading materials like books, magazines and others were availed and reviewed to strengthen the content of the study.

Instrumentation

In order to make this study more realistic and conclusive, the researcher spent time to survey and sent out questionnaires as its main instrument. Such is believed to be the most appropriate device because of the nature of the data and information needed. It was designed and structured so as to facilitate the gathering of data and information required. A set of questionnaire was structured by the researcher for the five coastal

schools involved based on the performance indicators. Before the questionnaires were fielded, a dry-run was made in St. Anthony Institute of Zumarraga, a private school in the division not included in the study. After a permit was secured from the Schools Division Superintendent. The try-out respondents were requested to indicate their counts and suggestions for further improvements of the instruments after which they were analyzed and validated. Then, final draft of the questionnaires was reproduced with the appropriate suggestions properly incorporated, and finally submitted for approval.

Distribution of the Questionnaires

A permission to conduct such survey and to administer the questionnaires to the respondents was asked and secured from the district supervisor and principals of the five coastal schools involved through the schools division superintendent of Samar. Such permit is herein attached as one of the appendices.

With the permission granted, the researcher travelled personally to the various places of the research area. The researcher fielded the questionnaires, conducted interviews, and administered cases through observation. 256 copies of the questionnaires were distributed to the respondents by respective schools. Of this number, only 210 responded and returned the questionnaires.

Table 1

The Schools and the Corresponding Number of
Respondents, Percentage of Returns
of Questionnaires

| School | Fourth Yr. Enrolment for SY 1988-1989 | Number of Respon- dents | Percent- age of Respon- dents |
|--|--|-------------------------------|--|
| 1. Independencia Barangay High School | 35 | 34 | 97.14% |
| 2. Guintarcan Barangay High School | 30 | 26 | 86.66% |
| 3. Daram Community High School | 54 | 52 | 96.29% |
| 4. Sta. Rita Community High School | 58 | 50 | 86.21% |
| 5. Tarangnan National High School | 59 | 48 | 87.36% |
| Total | 236 | 210 | 88.98% |

Procedures

Sampling procedure. The determination of the samples in this study was based on their location using the purposive sampling. The respondents were 236 students of the five coastal high schools, 35 of whom were students of Independencia Barangay High School, 30 students of Guintarcan Barangay High School, 54 students of Daram Community High School, 58 students of Sta. Rita Community

High School and 59 students of Tarangnan National High School. Respondents were encouraged to answer every item. For items which were unanswered, remarks and reactions were welcomed and evaluated.

Data gathering. Different techniques were utilized by the researcher in gathering data. The principal instrument was the questionnaire. Other instruments used were documentary analysis, observation and interview.

Documentary analysis The second step done in the procedure was the analysis of the data gathered. The performance records of the students, 137-A and 18-E were scrutinized, especially their NCEE results. These performance ratings were taken from the division and district files. Such NCEE results were analyzed and interpreted hard on the cut-off score for 1985-1989 per DECS Memo. No. 33, s. 1983 and 1988. Afterthen, these data were statistically treated.

Interview and observation. The unstructured interview and direct observation were the other tools used in this study. They were utilized to supplement and cross-check the responses made by the respondents. The respondents were interviewed occasionally to verify the ideas not expressly provided in their responses to the questionnaires. Impressions, reactions and supplementary responses were used in supplementing facts needed in

finalyzing the structured questionnaires.

With the questionnaires retrieved, the researcher prepared and tallied the answers on a master sheet of frequencies and other related data. The five-point Likert method was employed, to obtain the quantitative and qualitative values for the interpretation of results.

The Respondents

The respondents of this study were 88.98% of the total enrolment of each school involved, as shown in Table 1.

In Independencia Barangay High School, 34 out 35 or 97.14% of the fourth year students answered the questionnaires. In Guintarcan Barangay High School, 26 out of 30 or 86.66% of the students responded to the questionnaires. In Daram Community High School, 52 out of 54 or 96.29% of the fourth year students answered the questionnaires. In Santa Rita Community High School, 50 out of 58 or 86.21% of the fourth year students answered the questionnaires. In Tarangnan National High School, 48 out of 59 or 81.36% of the fourth year students answered the questionnaires.

A total of 210 or 88.98% of the student-respondents answered the questionnaires.

Statistical Method

The data gathered in response to the questions were

recorded and tabulated separately on a master sheet. These were later presented, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical measures used by the researcher.

Statistical technique and tools used included frequency counts, ranking, percentage, and Pearson r through the obtained mean method.

The summated ratings for each indicator was obtained by multiplying the scale value of a response by the number of response indicating it. Then the weighted mean of each item was obtained by dividing the total weighted point by the number of responses. While the sub-total of each item was obtained by summing the total scale value of each indicator divided by the total responses. Finally, these summated weighted means were computed and treated statistically. Results revealed that the obtained value of r which is $-.70$ is very much greater than $.878$ which is the tabular or critical value of r at 3 degrees of freedom and at $.05$ level of significance.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The purpose of this study is to show the actual achievement of the students in some coastal high schools in the division of Samar as affected by factors associated with their performance in the National College Entrance Examination, so that whenever necessary, recommendations can be made to proper authorities for the redirection of certain aspects in instruction.

This chapter presents a tabulated form of the data gathered through questionnaires, interviews and documentary analysis in answer to the specific questions posed in Chapter 1 particularly under the statement of the problem. All the data were presented, analyzed, and interpreted based as an answer to problem no. 1.

Profile of the Five Coastal High Schools as Regards the National College Entrance Examinations

Table 2 shows the percentage of passers in the National College Entrance Examination in the five coastal high schools from 1985 to 1989. As gleaned from said table, there were no NCEE passers in Independencia Barangay High School from 1985 to 1989. In Guintarcan Barangay High School, one out of twenty-two students or 4.55% passed in 1985, three out of sixteen students or

18.75% passed in 1986, one out of sixteen students or 6.25% passed in 1987, zero out of nine or 0% in 1988, two out of twenty three students or 8.7% passed in 1989. From 1985 to 1989, a total of 7 or 7% passed the NCEE in said school.

In Daram Community High School, two out of thirty-four students or 5.88% passed in 1985, twenty-one out of twenty-eight students or 75% passed in 1986, thirteen out of seventy-nine students or 16.46% passed in 1987, one out of thirty students or 3.33% passed in 1988, seven out of fifty-one students or 13.73% passed in 1989. A total of 44 or 19.82% passed the NCEE in said school from 1985 to 1989.

In Santa Rita Community High School five out of thirty five students or 14.29% passed in 1985, three out of thirty-eight students or 7.89% passed in 1986, five out of sixty-three students or 7.94% passed in 1987, three out of forty-nine students or 6.12% passed in 1988, three out of fifty-seven students or 5.26% passed in 1989. A total of 19 or 7.85% passed the test in five years time.

In Tarangnan National High School, eight out of forty-one students or 19.5% passed in 1985, two out of forty-five students or 4.44% passed in 1986, thirty-five out of fifty-two students or 67.31% passed in 1987, twenty-nine out of forty-one students or 70.73% passed in 1988, two out of forty-seven students or 4.25% passed in

Profile of the Five Selected Coastal High Schools in Samar as Regards the NCEE

| Schools | 1985 | 1986 | 1987 | 1988 | 1989 | Aggregate |
|---------------------------------------|------------|----------------|----------------|----------------|----------------|----------------|
| | Enrolment | No. of Passers | % of Enrolment | No. of Passers | % of Enrolment | No. of Passers |
| 1. Independencia Barangay High School | 21 | 0 | 0 | 20 | 0 | 0 |
| 2. Suintarran Barangay High School | 22 | 1 | 4.55 | 16 | 3 | 18.75 |
| 3. Daram Community High School | 34 | 2 | 5.88 | 28 | 21 | 0.75 |
| 4. Sta. Rita Community High School | 35 | 5 | 14.29 | 38 | 3 | 7.89 |
| 5. Tarangnan National High School | 41 | 8 | 19.51 | 45 | 2 | 4.44 |
| Total | 153 | 16 | 10.46 | 147 | 29 | 19.59 |

†Data taken from 1985-1989 NCEE, National Educational Testing Center, DECS, Manila

1989. A total of 76 or 33.63% passed the NCEE in said school within five years time.

From 1985 to 1989 therefore, out of the total aggregate enrolment of 900 in the five coastal high schools, only a total of 146 or 16.22% passed the NCEE.

The cut-off scores of percentile rank from 1985 is 50%, 1986-1987 was 55%, 1988-1989 was 60%. It was in the abstract area particularly Math., Science, English, and Social Studies where students are weak.

Factors that Affect the
Performance of the Five
Coastal High Schools in the
National College Entrance
Examination

The clear cut discussion of the factors that affect the performance of the five selected coastal high schools in the National College Entrance Examination has been divided into seven categories like: geographical condition, peace and order, socio-economic status of the family, weather condition, teacher factor, student factor, and school facilities.

Table 3 shows the extent of effect, the geographical condition has on the achievement of students. In Independencia Barangay High School 4.06% of the students say that their achievement is "highly affected" by the geographical condition. 3.77% of the students from Guintarcan Barangay High School contended that the

Table 3

Weighted Means on the Effects of Geographical
Factor on the Achievement of Students

| | : FA : | HA : | MA : | SA : | NA : | To- : tal : | Weigh- : ted : ree : | Deg- : ree : |
|---|-------------|------------|------------|----------|----------|-------------|----------------------|--------------|
| | : (5) : | (4) : | (3) : | (2) : | (1) : | : | : Means : | of : |
| | | | | | | | | : Effect : |
| 1. Independencia Barangay High School | 15 (75) | 10 (40) | 6 (18) | 2 (4) | 1 (1) | 34 (138) | 4.06% | HA |
| 2. Guintarcan Barangay High School | 6 (30) | 10 (40) | 8 (24) | 2 (4) | 0 (0) | 26 (98) | 3.77% | HA |
| 3. Daram Community High School | 20 (100) | 18 (72) | 10 (30) | 3 (6) | 1 (1) | 52 (209) | 4.02% | HA |
| 4. Sta. Rita Community High School | 20 (100) | 18 (72) | 12 (36) | 0 (0) | 0 (0) | 50 (208) | 4.16% | HA |
| 5. Tarangnan National High School | 20 (100) | 18 (72) | 6 (18) | 4 (8) | 0 (0) | 48 (198) | 4.13% | HA |
| Total | : 81 : | 74 : | 42 : | 11 : | 2 : | 210 : | : | : |
| | : (405) : | (296) : | (126) : | (22) : | (2) : | (851) : | 4.05% : | HA |

geographical condition "highly affected" their achievement. From Daram Community High School, 4.02% of the students agree that their achievement is "highly affected" by the geographical condition. The same contention is made by 4.16% of the students from Santa Rita Community High School. 4.13% of Tarangnan National

Table 4

Weighted Means on the Effect of Peace
and Order Factor on the Achievement of Students

| | : FA : | HA : | MA : | SA : | NA : | To- tal : | Weigh- ted : Means : | Deg- ree of Effect |
|---|------------------|------------------|------------------|-----------------|---------------|-------------------|----------------------------|-----------------------------|
| | :(5) | :(4) | :(3) | :(2) | :(1) | : | : | : |
| 1. Independencia Barangay High School | 16 (30) | 12 (48) | 13 (39) | 3 (6) | 0 (0) | 34 (123) | 3.62% | HA |
| 2. Guintarcan Barangay High School | 12 (60) | 9 (36) | 4 (12) | 1 (2) | 0 (0) | 26 (110) | 4.23% | HA |
| 3. Daram Community High School | 10 (50) | 10 (40) | 10 (30) | 15 (30) | 3 (3) | 52 (153) | 3.19% | HA |
| 4. Sta. Rita Community High School | 10 (50) | 10 (40) | 12 (36) | 15 (30) | 2 (2) | 50 (158) | 3.22% | HA |
| 5. Tarangnan National High School | 10 (50) | 20 (80) | 15 (45) | 12 (24) | 1 (1) | 48 (160) | 3.33% | HA |
| Total | : 48 : :(240) | : 61 : :(244) | : 54 : :(162) | : 46 : :(92) | : 6 : :(6) | : 210 : :(704) | : 3.43%: | : HA |

High School students, say that the same factor affect their achievement "highly".

The obtained weighted mean of 4.05% shows that geographical condition did affect student achievement "highly".

Table 4 shows the extent of effect of the peace and

order factor has on the achievement of students. Students from Independencia Barangay High School say that their achievement is "highly affected" by peace and order condition of the place with a weighted mean of 3.62%. Students from Guintarcan Barangay High School agree that peace and order factor "highly affected" their achievement with 4.23% for weighted mean. Students from Daram Community High School say that their achievement is "mostly affected" with 3.19% weighted mean. Students of Santa Rita Community High School say that the same factor affects their achievements "mostly" with a weighted mean of 3.22%. The students from Tarangnan National High School say that their achievement is "mostly affected" by this same factor with a weighted mean of 3.33%.

The obtained total weighted mean of 3.43% shows that peace and order did affect students' achievement "mostly".

Table 5 shows the extent of effect of the socio-economic. Students of Independencia Barangay High School say that this factor "fully affected" their achievement with a weighted mean of 4.53% above the other four schools. In Guintarcan Barangay High School, students agree and concluded that this socio-economic factor "highly affected" their achievement with a weighted mean of 4.30%. That students of Daram Community High School contend to say that this same factor "highly affected" their academic achievement also with a weighted mean of

Table 5

Weighted Means on the Effects of Socio-
economic Factor on the Achievement
of the Students

| | : FA : | HA : | MA : | SA : | NA : | To- tal : | Weigh- ted : Means : | Deg- ree of Effect |
|---|------------------|---------------|----------------|--------------|--------------|------------------|----------------------------|-----------------------------|
| | :(5) : | (4) : | (3) : | (2) : | (1) : | | | |
| 1. Independencia Barangay High School | 20 (100) | 12 (48) | 2 (6) | 0 (0) | 0 (0) | 34 (154) | 4.53% | FA |
| 2. Guintarcan Barangay High School | 12 (60) | 10 (40) | 4 (12) | 0 (0) | 0 (0) | 26 (112) | 4.30% | HA |
| 3. Daram Community High School | 31 (155) | 14 (56) | 5 (15) | 2 (4) | 0 (0) | 52 (230) | 4.42% | HA |
| 4. Sta. Rita Community High School | 28 (140) | 16 (64) | 4 (12) | 0 (0) | 0 (0) | 50 (220) | 4.40% | HA |
| 5. Tarangnan National High School | 28 (140) | 15 (60) | 4 (12) | 1 (2) | 0 (0) | 48 (214) | 4.46% | HA |
| Total | : 119: :(595) | 64 : (268) | : 19 : (57) | : 3 : (6) | : 0 : (0) | : 210 : (930) | : 4.42%: | : HA |

4.42%. While that of Sta. Rita Community High School students concluded that of all the seven factors, this socio-economic factor has "highly affected" them academically with a weighted mean of 4.40%. Students of Tarangnan National High School, came to realize that

Table 6

Weighted Means on the Effects of Weather
Factor on the Academic Achievement
the Students

| | : FA | : HA | : MA | : SA | : NA | : To- | : Weigh- | : Deg- |
|---|----------------|---------------|---------------|--------------|------------|----------------|------------|---------|
| | : | : | : | : | : | tal | ted | ree |
| | : | : | : | : | : | : | Means | of |
| | :(5) | :(4) | :(3) | :(2) | :(1) | : | : | :Effect |
| 1. Independencia Barangay High School | 15 (75) | 12 (48) | 4 (12) | 2 (4) | 1 (1) | 34 (140) | 4.11% | HA |
| 2. Guintarcan Barangay High School | 8 (40) | 13 (52) | 3 (9) | 2 (4) | 0 (0) | 26 (105) | 4.04% | HA |
| 3. Daram Community High School | 20 (100) | 15 (60) | 10 (30) | 5 (10) | 2 (2) | 52 (202) | 3.88% | HA |
| 4. Sta. Rita Community High School | 20 (100) | 17 (68) | 12 (36) | 0 (0) | 1 (1) | 50 (205) | 4.16% | HA |
| 5. Tarangnan National High School | 17 (85) | 18 (72) | 10 (30) | 2 (4) | 1 (1) | 48 (192) | 4.0% | HA |
| Total | : 80 :(400) | : 75 (300) | : 39 (117) | : 11 (22) | : 5 (5) | : 210 (843) | : 4.01% | : HA |

socio-economic factor has "highly affected" them in their academic achievement with a weighted mean of 4.46%.

The total obtained weighted mean of 4.42%, therefore, shows that socio-economic status of their families do affect students' academic achievement "highly".

Table 6 shows the extent of effect of the weather factor has on the achievement of students from the five coastal high schools. In Independencia Barangay High School, the weighted mean of 4.04% agree to say it has "highly affected" them in their academic achievements. That students of Daram Community High School concluded to say that this factor has "highly affected" them with 3.88% in their academic achievements. While students of Santa Rita Community High School, finally concluded to say this same factor with weighted mean of 4.16% do "highly affected" their academic achievements. That of Tarangnan National High School, the students realized and concluded to say that this factor do greatly and "highly affected: them in their academic achievements with a weighted mean of 4.06%.

Thus, with a total weighted mean of 4.04% shows that weather factor do affects students academic achievements "highly".

Table 7 shows the extent of effect of the teacher factor has on the achievement of students from these five coastal high schools. Thus, from Independencia Barangay High School with a weighted mean of 4.35% connotes that this factor has "highly affected" them in their academic achievements. Students of Guintarcan Barangay High School say that the same factor "highly affected" their achievement with a weighted mean of 4.38%. Students of

Table 7

Weighted Means on the Effects of the
Teacher Factor on the Academic
Achievement the Students

| | : FA : | HA : | MA : | SA : | NA : | To- : tal : | Weigh- : ted : | Deg- : ree : |
|---|------------|------------|------------|-----------|----------|-------------|----------------|--------------|
| | : (5) : | (4) : | (3) : | (2) : | (1) : | : | : Means : | of : |
| | | | | | | | | : Effect : |
| 1. Independencia Barangay High School | 18 (90) | 10 (40) | 6 (18) | 0 (0) | 0 (0) | 34 (148) | 4.35% | HA |
| 2. Guintarcan Barangay High School | 15 (75) | 7 (28) | 3 (9) | 1 (2) | 0 (0) | 26 (114) | 4.38% | HA |
| 3. Daram Community High School | 15 (75) | 12 (48) | 15 (45) | 8 (16) | 2 (2) | 52 (186) | 3.57% | HA |
| 4. Sta. Rita Community High School | 15 (75) | 15 (60) | 18 (54) | 2 (4) | 0 (0) | 50 (193) | 3.86% | HA |
| 5. Tarangnan National High School | 12 (60) | 24 (96) | 10 (30) | 2 (2) | 0 (0) | 48 (170) | 3.54% | HA |
| Total | : 75 : | 68 : | 52 : | 13 : | 3 : | 210 : | : 3.94% : | HA |
| | : (375) : | (272) : | (156) : | (26) : | (3) : | (811) : | | |

Daram Community High School agree that the same factor has "highly affected" their achievement with a weighted mean of 3.57%. Students of Sta. Rita Community High School concluded and agreed also such factor has "highly affected" them in their academic achievements with a

weighted mean of 3.86%.

Finally, students of Tarangnan National High School contended that this same factor has "highly affected" them in their academic achievements with a weighted mean of 3.54%.

Thus, the obtained weighted mean of 3.94% shows that teacher factor did affect students academic achievements "highly".

Table 8 shows the extent of effect the student factor has on the academic achievements of students among these five coastal high schools. Independencia Barangay High School, students concluded that this factor has "highly affected" their academic achievement with a weighted mean of 4.15%. From Guintarcan Barangay High School, the students commented and that this factor has "highly affected" their academic achievement with a weighted mean of 4.65%. Students of Daram Community High School, agreed that this factor has greatly and "highly affected" their academic achievements with a weighted mean of 4.44%. While students of Sta. Rita Community High School come to agree that same factor "highly affected" them in their academic achievement with a weighted mean of 4.08%. Tarangnan National High School students commented and concluded that this same factor "highly affected" them in their academic achievement with a weighted mean of 4.13%.

Table 8

Weighted Means on the Effects of the
Student Factor on the Academic
Achievement of Students

| | FA | HA | MA | SA | NA | Total | Weighted Means | Degree of Effect |
|--|--------------|-------------|------------|-----------|----------|--------------|----------------|------------------|
| | (5) | (4) | (3) | (2) | (1) | | | |
| 1. Independencia Barangay High School | 16 (80) | 10 (40) | 6 (18) | 1 (2) | 1 (1) | 34 (141) | 4.15% | HA |
| 2. Guintarcan Barangay High School | 18 (90) | 7 (28) | 1 (3) | 0 (0) | 0 (0) | 26 (121) | 4.65% | HA |
| 3. Daram Community High School | 28 (140) | 20 (80) | 3 (9) | 1 (2) | 0 (0) | 52 (231) | 4.44% | HA |
| 4. Sta. Rita Community High School | 21 (105) | 16 (64) | 10 (30) | 2 (4) | 1 (1) | 50 (204) | 4.08% | HA |
| 5. Tarangnan National High School | 20 (100) | 16 (64) | 10 (30) | 2 (4) | 0 (0) | 48 (198) | 4.13% | HA |
| Total | 103 (515) | 69 (276) | 30 (90) | 6 (12) | 2 (2) | 210 (895) | 4.26% | HA |

Thus the obtained weighted mean of 4.26%, shows that students factor did affect their academic achievements greatly and "highly".

Table 9 shows the extent of effect of the school facilities has on the academic achievement of students.

Table 9

Weighted Means on the Effects of the School
Facilities on the Academic Achievement
of Students

| | : FA | : HA | : MA | : SA | : NA | : To- tal | : Weigh- ted Means | : Deg- ree of Effect |
|---|----------------|---------------|--------------|-------------|------------|----------------|--------------------------|-------------------------------|
| | : (5) | : (4) | : (3) | : (2) | : (1) | : | : | : |
| 1. Independencia Barangay High School | 20 (100) | 12 (40) | 1 (3) | 1 (2) | 0 (0) | 34 (153) | 4.50% | HA |
| 2. Guintarcan Barangay High School | 14 (70) | 10 (40) | 1 (3) | 1 (2) | 0 (0) | 26 (115) | 4.42% | HA |
| 3. Daram Community High School | 25 (125) | 20 (80) | 5 (15) | 2 (4) | 0 (0) | 52 (224) | 4.31% | HA |
| 4. Sta. Rita Community High School | 25 (125) | 21 (84) | 4 (12) | 0 (0) | 0 (0) | 50 (221) | 4.42% | HA |
| 5. Tarangnan National High School | 12 (60) | 16 (64) | 14 (42) | 4 (8) | 2 (2) | 48 (176) | 3.67% | HA |
| Total | : 96 :(480) | : 79 (286) | : 25 (85) | : 8 (16) | : 2 (2) | : 210 (889) | : 4.23% | : HA |

Students from Independencia Barangay High School said that this factor "highly affected" their academic achievement with a weighted mean of 4.5%. Students of Guintarcan Barangay High School contended that this factor "highly affected" them on their academic achievement as shown by the weighted mean of 4.42%. Students of Daram

Community High School concluded that this same factor has greatly and "highly affected" them in their academic achievement with a weighted mean of 4.31%. Students of Sta. Rita Community High School commented to say that this factor has "highly affected" them in their academic achievement with a weighted mean of 4.31%. Students of Sta. Rita Community High School commented to say that this factor had "highly affected" them in their academic achievement with a weighted mean of 4.42%. And students from Tarangnan National High School, agreed and concluded that this same factor has "highly affected" them in their academic achievement with a weighted mean of 3.67%.

Thus, the obtained weighted mean of 4.23% shows that school facilities "highly" and greatly affected the students in these five coastal high schools, in their academic achievement.

As gleaned from table 10, all schools are "highly affected" by the socio-economic status of family with an average mean of 4.42%, and rank number one. All the rest of the factors are felt as in the order of rank as: No. 2 - student factor with an average mean of 4.26%;, No. 3 - school facilities with an average mean of 4.23% ;, No. 4 - geographical condition with an average of 4.05%;, No. 5 - weather condition with an average mean of 4.01%;, No. 6 - teacher factor with an average mean of

Table 10

Summary of Weighted Means Under Each Factor as it

Affects the Achievement of Students

| Factors (Ranked according to Weighted Mean) | :Independencia:Guantanamo:Sta. Rita:Tarangnan:Average:Degree: | | | | | | | | | |
|---|---|--------|--------------|--------|--------------|--------|--------------|--------|---------|-----|
| | :Barangay | | :Community | | :Community | | :National | | :Mean | |
| | :High School | | :High School | | :High School | | :High School | | :Effect | |
| | | | | | | | | | | |
| 1. Socio-economic Status of family | : 4.53 | : 4.30 | : 4.42 | : 4.40 | : 4.46 | : 4.42 | : 4.42 | : 4.42 | : 4.42 | : 1 |
| 2. Student Factor | : 4.15 | : 4.65 | : 4.44 | : 4.08 | : 4.13 | : 4.26 | : 4.26 | : 4.26 | : 4.26 | : 2 |
| 3. School Facilities | : 4.50 | : 4.42 | : 4.31 | : 4.42 | : 3.67 | : 4.23 | : 4.23 | : 4.23 | : 4.23 | : 3 |
| 4. Geographical Condition | : 4.06 | : 3.77 | : 4.02 | : 4.16 | : 4.13 | : 4.05 | : 4.05 | : 4.05 | : 4.05 | : 4 |
| 5. Weather Condition | : 4.11 | : 4.04 | : 3.88 | : 4.16 | : 4.00 | : 4.01 | : 4.01 | : 4.01 | : 4.01 | : 5 |
| 6. Teacher Factor | : 4.35 | : 4.38 | : 3.57 | : 3.86 | : 3.54 | : 3.94 | : 3.94 | : 3.94 | : 3.94 | : 6 |
| 7. Peace and Order | : 3.62 | : 4.23 | : 3.19 | : 3.22 | : 3.33 | : 3.43 | : 3.43 | : 3.43 | : 3.43 | : 7 |
| Total | : 4.19 | : 4.26 | : 3.98 | : 4.04 | : 3.89 | : 4.05 | : 4.05 | : 4.05 | : 4.05 | : |

Legend:

- 5 - Fully Affects - (4.51-5.00) - FA
- 4 - Highly Affects - (3.51-4.50) - HA
- 3 - Mostly Affects - (2.51-3.50) - MA
- 2 - Slightly Affects - (1.51-2.50) - SA
- 1 - Not Affect - (1.00-1.50) - NA

3.94%; and No. 7 - and last felt and rank last is peace and-order situation with an average mean of 3.43%.

Perception on the Seven Factors
Associated with the Performance
in the National College Entrance
Examination by School

Table 11 reveals the seven factors associated with the students performance in the National College Entrance Examination by school for school year 1988 -1989. It revealed by this table Independencia Barangay High School is "highly affected" by the seven factors with 4.19% for weighted mean and 13.27% NCEE average without any passer. Guintarcan Barangay High School had 4.26% weighted mean and an NCEE average of 10.33% without a single passer, that the academic performance of students is "highly affected". Daram Community High School obtained a weighted mean of 3.98% and an NCEE average of 13.23% with only one passer. Sta. Rita Community High School obtained a weighted mean of 4.04% and 11.22% NCEE average with 3 passers. While Tarangnan National High School has a weighted mean of 3.89% and 56.04% NCEE average. The total weighted mean for the seven factors is 20.36% while the average mean for the 1989 NCEE for the five high schools is 104.09%.

Table 11

The NCEE Performance of the Students in the
Five Coastal High School for 1989 and
the Seven Factors Associated With It

| School | :Seven Factors: NCEE | |
|---------------------------------------|----------------------|-------------|
| | :Weighted | :Average in |
| | :Mean | : 1989 |
| 1. Independencia Barangay High School | 4.19% | 13.27% |
| 2. Guintarcan Barangay High School | 4.26% | 10.33% |
| 3. Daram Community High School | 3.98% | 13.23% |
| 4. Sta. Rita Community High School | 4.04% | 11.22% |
| 5. Tarangnan National High School | 3.89% | 56.04% |
| Total Weighted Mean | : 20.36% | : 104.09% |

Relationship Between the Perceptions
of the Respondents as Regards the
Factors Affecting Student Achieve-
ment and Their NCEE Performance

Table 11 shows the relationship between the general perceptions of the student respondent on the degree of effect of the seven factors have on the performance of the students in the NCEE which was determined through the Pearson r using the obtained mean method.

The researcher analyzed and interpreted the data gathered after which these data were statistically

evaluated. Then the data gathered were carefully tabulated, analyzed and interpreted. These data were expressed quantitatively.

$$M \text{ for } x = \frac{20.36}{5} = 4.07$$

$$M \text{ for } y = \frac{104.09}{5} = 20.82$$

$$\begin{aligned} r &= \frac{E_{xy}}{\sqrt{E_x E_y}} \\ &= \frac{-8.27}{\sqrt{.09 \times 1,557.4}} \\ &= \frac{8.27}{140.17} \\ &= \frac{8.27}{11.84} \end{aligned}$$

$$r = -0.70$$

Interpretation:

The obtained r of -0.70 denotes a high correlation between the two variables. Hence, it can be said that there is a high relationship between the NCEE performance and the seven factors associated with it.

Testing the significance of r:

$$r = -0.70$$

$$N = 5$$

$$df = N - 2$$

$$= 5 - 2$$

$$= 3$$

Interpretation:

The obtained r of - .70 is less than .878 which is the tabular/critical value of r at 3 degrees of freedom and at .05 level of significance. Therefore, the null hypothesis that there is no significant relationship between the students NCEE performance and the seven factors is accepted. Hence, it can be said that there is no significant relationship between the students' NCEE performance and the factors associated with it.

The equivalents of the obtained r are as follows:

| | | | | |
|---|------|---|------|---|
| + | + | | | |
| - | 0.00 | - | 0.20 | - denotes indifferent or negligible relationship. |
| + | + | + | | |
| - | 0.20 | - | 0.40 | - denotes low or there is correlation present but slight. |
| + | + | + | | |
| - | 0.40 | - | 0.70 | - denotes substantial or marked relationship. |
| + | + | + | | |
| - | 0.70 | - | 1.00 | - denotes high or very high correlation. |

Henry E. Garrett, Statistics in Psychology and Education. (New York: Longmans, Green and Co., 1951). p. 184.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research study was conducted to determine the different factors associated with the NCEE performance of the students in the five selected coastal high schools in the division of Samar for the school year 1988-1989.

Furthermore, this study was an attempt to give some guidelines to teachers, school administrators and even parents in identifying and solving some problems in order to improve their teaching techniques, management, and operations and align all these with the innovations and trends of the time. It will also, hopefully, enlighten the students on the real advantage of acquiring education. It will also serve as an eye opener for parents to send their children to school not only to meet an obligation but also to prepare them for a truly productive and progressive future.

The ultimate aim of this study was to discover the factors which affect the NCEE performance of students in five selceted coastal high schools in the division of Samar as well as find out its degree of influence on their performance. This establishes of course, a basis for recommendation to proper authorities for the maintenance, or redirection of certain aspets of instructions.

Hopefully, the results of this investigation will stimulate awareness on the part of the administrator to assess the learning achievement of high school students as well as the teachers' competencies.

Specifically, this research study sought to answer the questions raised in Chapter 1 as follows:

1. What is the profile of the five selected coastal high schools in the division of Samar as regards the National College Entrance Examination?

2. To what extent did the following factors affect the performance of the selected coastal high schools in Samar in the National College Entrance Examination?

- 2.1 geographical condition

- 2.2 peace and order situation

- 2.3 socio-economic status of the family

- 2.4 weather condition

- 2.5 teacher factor

- 2.6 student factor

- 2.7 school facilities

3. What is the relationship between the performance of students in the National College Entrance Examination for school year 1988-1989, and the factors associated with it?

This study employed the analytical type of descriptive research method using a specially-designed questionnaire as the principal instrument in gathering

data. This instrument was supplemented by documentary analysis, interviews and observations. The records analyzed were: student Form 137-A, 18-E, and the National College Entrance Examination results. The questionnaires were tested as to their applicability and adequacy through a dry-run in St. Anthony's Institute of Zumarraga, a private institution, not included in the study. Erroneous, redundant and vague items were revised and later finalized. These were then distributed to 236 respondents. Later, these were retrieved with only 210 of the questionnaires returned. Responses were classified, analyzed and interpreted.

In Independencia Barangay High School, 34 out of 35 or 97.14% of the fourth year students answered the questionnaires. In Guitarcán Barangay High School 26 out of 30 or 86.66% of the students responded the questionnaires. In Daram Community High School, 52, out of 54 or 96.29% of the fourth year students answered the questionnaires.. In Santa Rita Community High School, 50 out of 58 or 86.21% of the fourth year students answered the questionnaires. In Tarangnan National High School, 48 out of 59 or 81.36% of the fourth year students answered the questionnaires.

A total of 210 or 88.98% of the student respondents answered the questionnaires.

As to the relationships between the geographical

factor and the NCEE achievement of students, the obtained r was -0.06 which denotes an indifferent or negligible relationship. Hence, it can be said that there is no relationship between geographical factor and the NCEE performance of the students.

In the relationship between the peace and order factor and the NCEE achievement of students, the obtained r was -0.48 which denotes a substantial or marked relationship. Hence, it can be said that there is a substantial relationship between peace and order factor and the NCEE achievement of students.

In the relationship between socio-economic factor and the NCEE achievement of students, the obtained r was 0.36 which denotes a low or slight correlation. Hence, it can be said that there is only a slight relationship between socio-economic factor and the NCEE achievement of students.

In the relationship between weather factor and the NCEE achievement of students, the obtained r was 0.18 which denotes an indifferent or negligible correlation. Hence, it can be said that there is a very negligible relationship between the weather factor and the NCEE performance of students.

In the relationship between the teacher factor and the NCEE achievement of students, the obtained r was -0.60 which denotes a substantial or marked correlation. Hence,

it can be said that there is a substantial relationship between the teacher factor and the NCEE performance of the students.

In the relationship between the student factor and the NCEE achievement of students, the obtained r was 0.19 which denotes an indifferent or negligible relationship between the student factor and the NCEE achievement of students.

Finally, the relationship between the physical facilities factor and the NCEE achievement of students, the obtained r was 0.97 which denote a very high correlation. Hence, it can be said that there is a very high relationship between the physical facilities factor and the NCEE performance of students.

The coefficient of correlation using the Pearson r was used to determine the extent of relationship between the two variables comparing the critical value of r of -0.70, the result showed that there is a high relationship between NCEE performance and the seven factors associated with it.

The respondents were asked to rate themselves as to the extent of the influence in their NCEE performance, following the guide of "Fully affected", "Highly affected". "Mostly affected". "Slightly affected", and "Not affected". The responses of the two variables were summated and the weighted means computed.

The summated ratings for each indicator was obtained by multiplying the scale value of a response by the number of responses indicating it. The weighted mean of each item was obtained by dividing the total weighted points by the number of responses. The sub-total of each item was obtained by summing the total scale value of each indicator divided by the total responses.

The general perceptions of the two variables showed that all the indicators have "highly affected" influence over the achievement performance of students in the National College Entrance Examination.

As to the difference in the perception between the two variables, the result revealed that the obtained value of r which is -0.70 is very much greater than 0.878 which is the tabular or critical value of r at 3 degrees of freedom and at 0.05 level of significance. Therefore, the null hypothesis, that there is no significant relationship between the students' NCEE performance and the seven factors is accepted. Hence, it can be said that there is no significant relationship between the students' NCEE performance and the factors affecting it.

Findings

The findings, which answered the specific questions raised in Chapter 1 are as follows:

As regards the 1988-1989 NCEE performance of the students in the five coastal schools included in the

study, Independencia Barangay High School got 0%, not one passed, Guintarcan Barangay High School with only 2 passers, Daram Community High School with 7 passers, Sta. Rita Community High School with 3 passers, and Tarangnan National High School with only 2 passers. Such indeed show a very low percentage of passers. This low NCEE performance was caused by some factors as further revealed by the data, as in the order of rank as: No. 1 - socio-economic status with a grand weighted mean of 4.42%, No. 2 - student factor with grand weighted mean of 4.26%, school facilities with 4.23%, geographical condition of 4.05%, weather condition of 4.01%, teacher factor of 3.94%, and peace and order of 3.43%. All these factors "highly affected" the students' National College Entrance Examination performance.

Of the aforementioned factors, socio-economic status, rank no. 1 with a grand weighted mean of 4.42%, thereby indicating the awareness of the high school students over their family's financial difficulties. The families meager compensation indeed greatly affected in their studies, as evidenced by the following findings:

1. As to the relationship between the geographical factor and the NCEE achievement of students, the obtained r was -0.60 which denotes an indifferent or negligible relationship. Hence, it can be said that there is no relationship between geographical factor and

the NCEE performance of the students.

2. In the relationship between the peace and order factor and the NCEE achievement of students, the obtained r was -0.48 which denotes a substantial or marked relationship. Hence, it can be said that there is a substantial relationship between peace and order factor and the NCEE achievement of students.

3. In the relationship between socio-economic factor and the NCEE achievement of students, the obtained r was 0.36 which denotes a low or slight correlation. Hence, it can be said that there is only a slight relationship between socio-economic factor and the NCEE achievement of students.

4. In the relationship between weather factor and the NCEE achievement of students, the obtained r was 0.18 which denotes an indifferent or negligible correlation. Hence, it can be said that there is a very negligible relationship between the weather factor and the NCEE performance of students.

5. In the relationship between the teacher factor and the NCEE achievement of students, the obtained r was 0.60 which denotes a substantial or marked correlation. Hence, it can be said that there is a substantial relationship between the teacher factor and the NCEE performance of the students.

6. In the relationship between the student factor and the NCEE achievement of students, the obtained r was 0.19 which denotes an indifferent or negligible correlation. Hence, it can be said that there is but a negligible relationship between the student factor and the NCEE achievement of students.

7. Finally, in the relationship between the physical facilities factor and the NCEE achievement of student, the obtained r was 0.97 which denotes a very high correlation. Hence, it can be said that there is a very high relationship between the physical facilities factor and the NCEE performance of students.

The relationship of the National College Entrance Examination and the factors associated with it denotes a very high correlation between the two variables with an obtained r of -0.70. Hence, it can be said that there is a high relationship between the National College Entrance Examination performance and the seven factors associated with it.

Conclusion

In the light of the findings, the following conclusions were drawn:

1. The National College Entrance Examination performance of the students in the five selected coastal high schools was "highly affected" by the seven factors as

socio-economic status, student factor, school facilities, geographical condition, weather condition, teacher factor and peace and order condition.

2. The National College Entrance Examination performance of the students and the seven factors, are related as determined through the Pearson r , using the obtained mean method.

Recommendation

In order to help students achieve better and acquire quality education;

1. they should be provided with
 - a. school buildings to house them with a well structure classrooms, fully equipped and furnished with adequate seats and other facilities.
 - b. More books, and other reading materials be given to the field.
2. Teachers must teach their minor and major subjects only.
3. Teachers must be allowed to improve their teaching competencies through attending in-service trainings and M.A. graduate courses.
4. Failure to pay contributions should not bar high school students to take periodical examination.

5. Income Generating Project (IGP) be undertaken to defray student contributions.

6. School administrators should regularly supervise and assist teachers, so that they will be aware of their weaknesses and strengths.

7. There should be a periodic consultation or dialogue between the school and community for further improvement through the PTA or homeroom meetings.

8. Thorough National College Entrance Examination reviews should be regularly conducted.

9. The school should tie-up with the community in instituting some measures which will hopefully improve community life.

10. An Action Plan to the Improvement of Academic Performance (NCEE) should be made and submitted to the concerned agencies by each school under this study.

11. Government aid be given priority to the secondary education as being the manpower supply of the country.

12. Lower the application fees to enable the less in life to avail such privilege.

13. Teachers must acquaint their students with the different types of questions used in various examinations.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 8, 1986

The Dean of Graduate Studies
Samar State Polytechnic College
* Catbalogan, Samar

S i r :

As a requirement prior to writing my thesis proposal, I have the honor to request approval of one of the following problems for my thesis, preferably number one:

1. FACTORS AFFECTING THE NCEE PERFORMANCE OF STUDENTS IN FIVE SELECTED COASTAL HIGH SCHOOLS IN SAMAR
2. RELATIONSHIP BETWEEN THE EDUCATIONAL BACKGROUND AND THE PERSONALITY TRAIT OF TEACHERS IN THE DISTRICT OF ZUMARRAGA-TALALORA, DISTRICT OF SAMAR
3. EDUCATIONAL QUALIFICATION AND JOB COMPETENCIES OF TEACHERS IN ZUMARRAGA-TALALORA DISTRICT, DIVISION OF SAMAR

I hope for your early and favorable action.

Very truly yours,

(SGD.) CODULA P. BACHO
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Planning Officer

Approved:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean of Graduate School

APPENDIX B

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n V I I I
Tatabunan Brgy. Elem. School
Tatabunan, Talalora
Talalora, Samar

* March 26, 1990

The Schools Division Superintendent
Catbalogan, Samar
(Thru Channels)

Madam:

I have the honor to request permission from your good office to conduct a survey among the students in connection with the Master's Thesis I am writing on now, entitled, FACTORS ASSOCIATED WITH THE NCEE PERFORMANCE OF STUDENTS OF SELECTED COASTAL HIGH SCHOOLS IN THE DIVISION OF SAMAR FOR THE SCHOOL YEAR 1989-1990."

I am thanking you in advance for your kind assistance and approval to this request, the result of which may help improve the training program of our division.

• Very truly yours,

(SGD.) CORDULA R. BACHO
Researcher

Approved:

• (SGD.) LYDIA MIRAS-LOPEZ
Schools Division Superintendent

APPENDIX C

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n V I I I
Tatabunan Brgy. Elem. School
Tatabunan, Talalora
Talalora, Samar

March 26, 1990

The Principal

Division of Samar

Sir/Madam:

I have the honor to inform and request permission to conduct a survey among your students, (fourth year) in connection with the Master's Thesis I am writing on now, entitled, "FACTORS AFFECTING THE NCEE PERFORMANCE OF STUDENTS IN FIVE SELECTED COATAL HIGH SCHOOLS IN SAMAR."

I am thanking you in advance for your kind assistance and approval to the permit, the result of which may help improve the training program in our division.

Very truly yours,

(SGD.) CORDULA P. BACHO
Reseqrcher

APPENDIX D

Data Needed from the High Schools
Involved in the Study

School: _____

Total Enrolment for School Year 1988-1989

First Year: _____

Second Year: _____

Third Year: _____

Fourth Year: _____

Total : _____

Performance Indicators (1988-1989)

Enrolment Rate _____

Participation Rate _____

Cohort Survival Rate _____

Failure Rate _____

Repeater Rate _____

Dropout Rate _____

Percentage of Promotion During the Year

First Year: _____

Second Year: _____

Third Year: _____

Fourth Year: _____

Total : _____

Percentage of NCEE Passers:

1988 _____ 1985 _____

1987 _____ 1984 _____

1986 _____

APPENDIX E

SURVEY QUESTIONNAIRE FOR
RESPONDENTS

Instruction: Please answer each of the following questions candidly. Rest assured that your answers will be held confidentially.

Name: (Optional) _____

Yer Level: 1st Year _____ 3rd Year _____
 2nd Year _____ 4th Year _____

Age: _____

Sex: _____ Male _____ Female

School: _____

A. Geographical Condition

1. How far is your home from school?

_____ Within the Poblacion

_____ Outside of the Poblacion

_____ Less than a kilometer

_____ Two or three kilometer

_____ Four or five kilometers

_____ Five kilometers or farther

2. Do you commuter to school?

Daily _____ Yes _____ No.

Weekly _____ Yes _____ No.

3. How do you reach your school?

_____ By walking or hiking

_____ By land transportation (tricycle, bicycle, motorcâb, etc.)

_____ By water transportation (banca, motorboat, etc.)

_____ Other means of transportation

4. How long does it take you to reach your school?

_____ 5 to 30 minutes

_____ 30 minutes to 1 hour

_____ 1 hour to two hours

_____ 3 hours or more

5. Where is your home situated?

_____ In the poblacion

_____ In an island

_____ On a mountain

_____ On a hill

_____ Others

B. Peace and Order Situation

6. Have you ever experienced troubles or problems related to peace and order in your place?

_____ Yes _____ No

If Yes, what kind of troubles or problems?

_____ Intimidation from unidentified men

_____ Trouble with neighbors

_____ Misunderstanding with relatives/friends

_____ Others

C. Socio-Economic Status

7. Who brought you up?

- ☐ Grandparents
☐ Both parents
☐ Mother
☐ Father
☐ Others (specify)

8. Are your parents still living?

Father: ☐ Yes ☐ NoMother: ☐ Yes ☐ No

9. What is the educational attainment of your parents:

Father:

Mother:

- | | |
|---|---|
| <input type="checkbox"/> Primary | <input type="checkbox"/> Primary |
| <input type="checkbox"/> Intermediate | <input type="checkbox"/> Intermediate |
| <input type="checkbox"/> High School | <input type="checkbox"/> High School |
| <input type="checkbox"/> College | <input type="checkbox"/> College |
| <input type="checkbox"/> Others (specify) | <input type="checkbox"/> Others (specify) |

10. Do you own the house where you are staying?

☐ Yes ☐ No

If No, how much is the monthly rental?

- ☐ None
☐ P 50.00 - Below
☐ P 50.00 - P 100.00
☐ P 100.00 - P 200.00
☐ P 200.00 - P 300.00

_____ P 300.00 - P 400.00

_____ P 400.00 - P 500.00

_____ P 500.00 - above

11. What are your parents source of income?

Father:

Mother:

_____ Fishing

_____ Dressmaking

_____ Farming

_____ Sari-sari Store

_____ Business

_____ Government
employment

_____ Government
employment

_____ Others (specify)

_____ Others (specify)

12. What is the average monthly income of your family?

_____ P 200.00 or less

_____ P 200.00 - P 300.00

_____ P 300.00 - P 400.00

_____ P 400.00 - P 500.00

_____ P 500.00 - P 1,000.00

_____ P 1,000.00 - above

13. How many brothers do you have? _____ Sisters _____

14. Do you help your parents earn money?

_____ Yes _____ No

15. Are there other members of the family helping your parents earn money?

_____ Yes _____ No

D. Weather Condition

16. Were you ever absent from your classes during rainy days?

_____ Yes _____ No

If yes, how many times were you absent?

_____ one day _____ two weeks
_____ two days _____ others (specify)
_____ one week

17. Did you ever get sick because of the weather?

_____ Yes _____ No

If yes, what sickness/ailment

_____ colds _____ fever
_____ cough _____ others (specify)
_____ influenza

18. Did you ever encounter problems in meeting requirements/projects due to bad weather?

_____ Yes _____ No

If yes, what specific projects

_____ Projects/requirements in Practical Arts
_____ Projects/requirements in Communication Arts
_____ Projects/requirements in Science
_____ Projects/requirements in Araling Panlipunan
_____ Projects/requirements in CAT
_____ Others (specify)

19. Are your extra-curricular activities affected by inclement weather?

_____ Yes _____ No

If yes, which extra-curricular activities:

- _____ sports
- _____ scouting
- _____ academic clubs
- _____ cultural clubs
- _____ others (specify) _____

E. On Teacher Factor

20. How many years did you stay in the following grades/years (Please write your answers in figures or numbers).

| | | | |
|-----------|-------|-------------|-------|
| Grade I | _____ | First Year | _____ |
| Grade II | _____ | Second Year | _____ |
| Grade III | _____ | Third Year | _____ |
| Grade IV | _____ | Fourth Year | _____ |
| Grade V | _____ | | |
| Grade VI | _____ | | |

21. Have you ever left school in the course of your studies?

_____ Yes _____ No

22. Below are some possible reasons for leaving school (please check)

- _____ Poverty
- _____ Dislike for teacher
- _____ Dislike for classmates
- _____ Not interested in school work
- _____ Marriage
- _____ Poor health
- _____ Distance from home

_____ Residence of residence

_____ Others (specify)

23. Do you have plans to continue your studies?

_____ Yes _____ No

24. Are you interested in your school studies?

_____ Yes _____ No

25. Do you enjoy your school life?

_____ Yes _____ No

26. Did you ever dislike any of your teachers?

_____ Yes _____ No

If yes, what are the reasons? (please check)

_____ Lessons were boring.

_____ Teacher was lazy/did not teach well.

_____ Teacher had an unpleasant personality.

_____ Teacher was cruel and inconsiderate.

_____ Teacher was irregular in attendance.

27. What quality or trait do you like best in a teacher? (Please state the trait)

28. What makes you like to go to school? (Please give your reasons.)

F. On Student/Classmates Factor

29. Do you have a special group in school?

_____ Yes _____ No

30. Do you enjoy being with your classmates?

_____ Yes _____ No

31. Do you find time to be with friends in school?

_____ Yes _____ No

32. Are your classmates friendly, kind and considerate?

_____ Yes _____ No

33. Would you like to work with your classmates most of the time?

_____ Yes _____ No

G. School Facilities

34. What is the status of your school site?

_____ Donated

_____ Purchased

_____ Borrowed from the elementary

_____ Borrowed from a government agency

35. What is the structure of your school building?

_____ Permanent

_____ Semi-permanent

_____ Temporary

_____ Other (specify)

36. Are there enough books, newspapers, magazines and other references in your school library?

_____ Yes _____ No

37. Are there playground and facilities in your school?

_____ Yes _____ No

If yes, please state the facilities.

38. Are there enough toilets for both boys and girls in your school?

_____ Yes _____ No

If yes, how many toilet bowls are there?

_____ For Boys _____ For Girls

39. Which of the following ancillary centers are present in your school?

_____ Guidance Center

_____ Clinic

_____ Canteen

_____ Nursery/Garden House

_____ NFE

_____ CAT Office

_____ Student government office

_____ Student Center

_____ Others (specify)

Instruction: Please check the appropriate column at the right which will answer the questions at the left.

| | | | | |
|--|---------|---------|--------------|------------|
| | :Very: | :Fair: | :Not | :Not at |
| | :Much: | :Much: | : -ly: | :Much: All |
| | :_____: | :_____: | :Much:_____: | :_____: |

A. Geographical Condition

1. Do you personally find the distance from school to your home very inconvenient for travel? : : : : :
2. To what extent does the distance between school and home affect your studies? : : : : :
3. Given the choice, would you prefer your home to be near the school? : : : : :

B. Peace and Order Condition

4. Is your family affected by any trouble or problem related to peace and order? : : : : :
5. Would you prefer to transfer your residence to another place? : : : : :
6. Do you honestly think the peace and order condition in your place really affects your studies? : : : : :

C. Socio-Economic Status

7. Do you honestly think the income of your family is enough to answer the needs of its members? : : : : :

8. Do school contributions pose or create a problem to you and your studies?
9. Are all your financial needs in school duly attended to during the school year?
10. Are you able to submit all projects/requirements in school on time?
11. Do you take your snacks in school?
12. Is your daily/weekly allowance enough to meet your school needs? : : : : :

D. Weather Condition

13. Do you think your studies are greatly affected by the weather condition? : : : : :
14. Do you think curricular and extra-curricular in school are affected by the weather?
15. Do you consider the weather condition as an important factor in sustaining your interest in your studies? : : : : :

E. Teacher Factor

16. Does the attitude or behavior of your teachers affect you and your studies? : : : : :
17. Do you enjoy your class activities/business be-

cause of your teachers? : : : :

18. Do you think the kind
of teachers have some-
thing to do with
learning in the class-
room? : : : :

F. Student/Classmate Factor

19. Do you really enjoy
being with your class-
mates? : : : :

APPENDIX F

INSTRUMENT USED

Computation:

| School | Factor: NCEE : | | | | | | |
|---------------------------------------|----------------|--------|-------|--------|------------------|------------------|-------|
| | (X) | (Y) | (x) | (y) | (x) ² | (y) ² | (xy) |
| Independencia Barangay High School | 4.19 | 13.27 | 0.12 | -7.55 | 0.01 | 57.0 | -0.91 |
| Guintarcan Barangay High School | 4.26 | 10.33 | 0.19 | -40.44 | 0.04 | 110.04 | -1.99 |
| Daram Community High School | 3.98 | 13.23 | -0.09 | -1.59 | 0.01 | 57.6 | 0.68 |
| Sta. Rita. Community High School | 4.04 | 11.22 | -0.03 | -9.6 | 0.00 | 92.16 | 0.29 |
| Tarangnan National High School | 3.89 | 56.04 | -0.18 | 35.22 | 0.03 | 1240.44 | -6.34 |
| Total | 20.36 | 104.09 | | | 0.09 | 1557.4 | -8.27 |

$$M \text{ for } x = \frac{20.36}{5} = 4.07$$

$$M \text{ for } y = \frac{104.09}{5} = 20.82$$

$$r = \frac{xy}{\frac{2}{(Ex)} \frac{2}{(Ey)}} = \frac{-8.27}{.09 \times 1557.4}$$

$$= \frac{-8.27}{11.84}$$

$$r = -.70$$

Interpretation:

The obtained r of -0.70 denotes a very high correlation between the two variables. Hence, it can be said that there is a very high relationship between the NCEE performance and the seven factors associated with it.

Testing the reliability of r :

$$r = -.70$$

$$M = 210$$

$$df = N - 2$$

$$5 - 2$$

$$= 3$$

Relationship Between Geographical Factor and Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | $\sum (x^2)$ | $\sum (y^2)$ | (xy) |
|--|---------------|-------------|-------|--------|--------------|--------------|-------|
| 1. Independencia Barangay High School | 4.06 | 13.27 | 0.03 | -7.55 | .00 | 57.00 | -.23 |
| 2. Guintarcan Barangay High School | 3.77 | 10.33 | -0.26 | -10.49 | .07 | 110.04 | -2.73 |
| 3. Daram Community High School | 4.02 | 13.23 | -0.01 | -7.59 | .00 | 57.6 | -.08 |
| 4. Sta. Rita Community High School | 4.16 | 11.22 | 0.13 | -9.6 | .02 | 92.16 | -1.25 |
| 5. Tarangnan National High School | 4.13 | 56.04 | 0.1 | 35.22 | .01 | 1240.44 | 3.52 |

$$\begin{aligned} \sum x &= 20.14 & \sum y &= 104.09 \\ M \text{ for } x &= 20.14/5 = 4.03 \end{aligned}$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} = \frac{-7.7}{\sqrt{.10 \cdot 1557.4}} = -.77$$

Interpretation:

The obtained r of -.06 denotes an indifferent or negligible relationship. Hence, it can be said that there is no relationship between geographical factor and the NCEE performance of the students.

Factor and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | (x) ² | (y) ² | (xy) |
|--|---------------|-------------|-------|--------|------------------|------------------|-------|
| 1. Independencia Barangay High School | 3.62 | 13.27 | -0.41 | -7.55 | .01 | 57.00 | -7.55 |
| 2. Guintarcan Barangay High School | 4.23 | 10.33 | 0.2 | -10.49 | .50 | 110.04 | 7.45 |
| 3. Daram Community High School | 3.19 | 13.23 | -0.84 | -7.59 | .11 | 57.6 | 2.50 |
| 4. Sta. Rita Community High School | 3.22 | 11.22 | -0.81 | -9.6 | .09 | 92.16 | 2.88 |
| 5. Tarangnan National High School | 3.33 | 56.04 | -0.7 | 35.22 | .04 | 1240.44 | -6.69 |

$$\frac{17.59}{5} = 3.52 \quad \frac{104.09}{5} = 20.82 \quad \frac{.75}{5} = .15 \quad \frac{1557.4}{5} = 311.48$$

$$M \text{ for } x = 17.59/5 = 3.52$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\frac{\sum xy}{n}}{\sqrt{\frac{\sum x^2}{n} \cdot \frac{\sum y^2}{n}}} = \frac{-16.31}{\sqrt{34.18}} = -.48$$

Interpretation:

The obtained r of -.48 denotes a substantial or marked relationship. Hence, it can be said that there is a substantial relationship between peace and order factor and the NCEE performance of the students.

Relationship Between Socio-Economic Factor and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | (x) ² | (y) ² | (xy) |
|--|---------------|-------------|------|--------|------------------|------------------|------|
| 1. Independencia Barangay High School | 4.53 | 13.27 | .11 | -7.55 | .01 | 57.00 | -.83 |
| 2. Guintarcan Barangay High School | 4.3 | 10.33 | -.12 | -10.49 | .01 | 110.04 | 1.26 |
| 3. Daram Community High School | 4.42 | 13.23 | .00 | -7.59 | .00 | 57.6 | .00 |
| 4. Sta. Rita Community High School | 4.4 | 11.22 | -.02 | -9.6 | .00 | 92.16 | .19 |
| 5. Tarangnan National High School | 4.46 | 56.04 | .04 | 35.22 | .00 | 1240.44 | 1.41 |

22.11 104.09 .02 1557.4 2.03

$$M \text{ for } x = 22.11/5 = 4.42$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\frac{\sum xy}{n}}{\frac{\sum x^2}{n} \frac{\sum y^2}{n}} = \frac{2.03}{5.58} = .36$$

Interpretation:

The obtained r of .36 denotes a low or slight correlation. Hence, it can be said that there is a slight relationship between socio-economic factor and the NCEE achievement of students.

Relationship Between Weather Factor and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | $\sum (x)$ | $\sum (y)$ | (xy) |
|--|---------------|-------------|------|--------|------------|------------|-------|
| 1. Independencia Barangay High School | 4.11 | 13.27 | .07 | -7.55 | .00 | 57.00 | -.53 |
| 2. Guintarcan Barangay High School | 4.04 | 10.33 | .00 | -10.49 | .00 | 110.04 | .00 |
| 3. Daram Community High School | 3.88 | 13.23 | -.16 | -7.59 | .03 | 57.6 | 1.21 |
| 4. Sta. Rita Community High School | 4.16 | 11.22 | .12 | -9.6 | .04 | 92.16 | -1.15 |
| 5. Tarangnan National High School | 4 | 56.04 | -.04 | 35.22 | .00 | 1240.44 | 1.41 |

| | | | | |
|-------|--------|-----|--------|-------|
| 20.19 | 104.09 | .07 | 1557.4 | -1.88 |
|-------|--------|-----|--------|-------|

$$M \text{ for } x = 20.19/5 = 4.04$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\sum Exy}{\sqrt{\sum Ex \sum Ey}} = \frac{-1.88}{\sqrt{10.44}} = -.18$$

Interpretation:

The obtained r of -.18 denotes an indifferent or negligible correlation. Hence, it can be said that there is a very negligible relationship between the weather factor and the NCEE performance of students.

Relationship Between the Teacher Factor and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | (x) ² | (y) ² | (xy) |
|---------------------------------------|---------------|-------------|------|--------|------------------|------------------|--------|
| 1. Independencia Barangay High School | 4.35 | 13.27 | .41 | -7.55 | .17 | 57.00 | -3.10 |
| 2. Quintarcan Barangay High School | 4.38 | 10.33 | .44 | -10.49 | .19 | 110.04 | -5.50 |
| 3. Daram Community High School | 3.57 | 13.23 | -.37 | -7.59 | .14 | 57.6 | 2.81 |
| 4. Sta. Rita Community High School | 3.86 | 11.22 | -.08 | -9.6 | .00 | 92.16 | .77 |
| 5. Tarangnan National High School | 3.54 | 56.04 | -.40 | 35.22 | .16 | 1240.44 | -14.09 |

19.7 104.09 .66 1557.4 -19.11

$$M \text{ for } x = 19.11/5 = 3.91$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\sum Exy}{\sqrt{\sum Ex^2 \sum Ey^2}} = \frac{-19.11}{\sqrt{32.06}} = -.60$$

Interpretation:

The obtained r of -.60 denotes a substantial or marked correlation. Hence, it can be said that there is a substantial relationship between the teacher factor and the NCEE performance of students.

Relationship Between the Student Factor and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | (x) ² | (y) ² | (xy) |
|--|---------------|-------------|------|--------|------------------|------------------|-------|
| 1. Independencia Barangay High School | 4.15 | 13.27 | -.14 | -7.55 | .02 | 57.00 | 1.06 |
| 2. Guintarcan Barangay High School | 4.65 | 10.33 | .36 | -10.49 | .13 | 110.04 | -3.78 |
| 3. Daram Community High School | 4.44 | 13.23 | .15 | -7.59 | .02 | 57.6 | -1.19 |
| 4. Sta. Rita Community High School | 4.08 | 11.22 | -.21 | -9.6 | .04 | 92.16 | 2.02 |
| 5. Tarangnan National High School | 4.13 | 56.04 | -.16 | 35.22 | .03 | 1240.44 | 5.64 |
| | 21.45 | 104.09 | | | .66 | 1557.4 | 3.75 |

$$M \text{ for } x = 21.45/5 = 4.293.91$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} = \frac{3.75}{\sqrt{.66 \times 1557.4}} = 0.19$$

Interpretation:

The obtained r of 0.19 denotes an indifferent or negligible correlation. Hence, it can be said that there is but a negligible relationship between the student factor and the NCEE performance of students.

Relationship Between the Physical Facilities Factors and the NCEE Achievement of Students

| School | Factor (x) | NCEE (y) | (x') | (y') | (x) ² | (y) ² | (xy) |
|--|---------------|-------------|------|--------|------------------|------------------|-------|
| 1. Independencia Barangay High School | 4.5 | 13.27 | .24 | -7.55 | .06 | 57.00 | -1.81 |
| 2. Guintarcan Barangay High School | 4.42 | 10.33 | .16 | -10.49 | .03 | 110.04 | -1.69 |
| 3. Daram Community High School | 4.31 | 13.23 | .05 | -7.59 | .00 | 57.6 | -.38 |
| 4. Sta. Rita Community High School | 4.42 | 11.22 | .16 | -9.6 | .03 | 92.16 | -1.54 |
| 5. Tarangnan National High School | 3.67 | 56.04 | 4.57 | 35.22 | .35 | 1240.44 | 20.78 |

| | | | | |
|-------|--------|-----|--------|------|
| 21.32 | 104.09 | .66 | 1557.4 | 26.2 |
|-------|--------|-----|--------|------|

$$M \text{ for } x = 21.32/5 = 4.26$$

$$M \text{ for } y = 104.09/5 = 20.82$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} = \frac{26.2}{\sqrt{27.06}} = .97$$

Interpretation:

The obtained r of 0.97 denotes a very high correlation. Hence, it can be said that there is a very high relationship between the physical facilities factor and the NCEE performance of students.

CURRICULUM VITAE

NAME : CORDULA P. BACHO
 ADDRESS : Talalora, Samar
 DATE OF BIRTH : October 22, 1936
 PLACE OF BIRTH : Tacloban City
 PRESENT POSITION : Elementary School Head
 Teacher/Assistant Principal
 STATION : Tatabunan Barangay
 Elementary School
 CIVIL STATUS : Married
 HUSBAND : Wenceslao B. Bacho, Sr.
 Sangguniang Bayan Member of
 Talalora
 CHILDREN : Vicente, Wenceslao Jr, and
 Victor

EDUCATIONAL BACKGROUND

Elementary Rizal Elementary School
 Tacloban City
 1946-1950
 Secondary Teachers' College
 Tacloban City
 1950-1954
 College Leyte State College (LSC)
 2nd Sem. 1955-1959
 Tacloban City
 Divine Word University
 Tacloban City
 1st Sem., 1954-1955
 Graduate Studies Leyte State College (LSC)
 Extension Studies, M.A. Units
 Catbalogan, Samar
 1976-1985

. Samar State Polytechnic College
Catbalogan, Samar
1986- present

PROFESSIONAL EXPERIENCES

Classroom Teacher Tatabunan Barangay
Elementary School
School Years 1959-1979
Inclusive

Elementary School Head
Teacher Tatabunan Barangay
Elementary School
August 1979 to present

Assistant Principal Tatabunan Barangay High School
August 1979-1984
Tatabunan, Talalora, Samar

AWARDS RECEIVED

A-1 Child Grade I
1945

Third Honorable Mention Grade V
1948

Salutatorian Grade VI
1949

Certificate of Commend-
ation for Implementation
of Green Revolution Tatabunan Barangay Element-
ary School, Brgy. Tatabunan,
Talalora, Samar, District of
Zumarraga-Talalora, 1984

Topnotcher with a score
of 144 (unsurpassed) Philippine Teachers'
Selection Test May 1959
Division of Samar

Certificate of
Appreciation Boy Scouts of the Philip-
pines, 1976

| | |
|---|--|
| Certificate of Proficiency MATEA, Leyte State College | MATEA, Leyte State College Tacloban City |
| Certificate of Proficiency | Master of Arts (Administ- ration and Supervision) Academic requirements. Leyte State College, 1975 |
| Certificate of Proficiency | Master of Arts (Administ- ration and Supervision) Academic requirements, SSPC, December 7, 1987 |
| Certificate of Completion . | Training for Scout Leaders, Talalora, July 1984 |
| Certificate of Appre- ciation | Demonstration Teacher in Reading Leveling |
| Certificate of Appre- ciation | Leadership Training in Management |
| Trainors, Lecturer- Demonstrator | Different Subject Area, District, Division and Municipal Level |

SCHOLARSHIP/STUDY GRANTS

Study Leave under Republic Act No. 4670 or otherwise known as the "Magna Carta for Public School Teachers" Samar State Polytechnic College, Catbalogan, Samar, 2nd Sem., 1986-1987

IN-SERVICE TRAININGS

International Convention for Home Economics, July 20-27, 1980, PICC, Manila City.

Regional Seminar-Workshop on Campus Science Journalism and Technical Writing, Catbalogan, Samar, February 23-25, 1981.

Regional Summer Institute on Communication Skills, Catbalogan, Samar, April 22- May 31, 1985.

Regional Junior Executive Training, Catbalogan, Samar, June 6-9, 1976.

Level IV Teachers' Training Course, June 26- August 13, 1977.

Division Seminar Workshop in Elementary Science, Catbalogan, Samar, October 8- 9, 1979.

Division Seminar-Workshop on Special Teaching Primary for the Potential Drop-outs, Catbalogan, Samar, March 4- 5, 1980.

Division Training Program for Grade V and VI, English and Pilipino Teachers on Effective Utilization of Project Textbooks and Instructional Materials, Catbalogan, Samar, April 8- 12, 1985.

Division Seminar on Evaluation of Learning Outcomes in Elementary Education, Catbalogan, Samar, October 4- 12, 1986.

Summer Institute of JET Trainings for Teachers, June, July and August 1981.

Level 2 Training in the Use of EDPITAF Textbooks, September 4- 8, 1983

PRODED/FMPM Training , August 15-21, 1984, Calbayog City.

CIVIL SERVICE ELIGIBILITY

Teachers' Examination December 12, 1960

PROFESSIONAL/SOCIO-CIVIC ORGANIZATION

Member Philippine Public School
Teachers Association
National Provincial and
District Levels

Member Class '59 Leyte State
College Alumni Association

Member Class '91, Samar State
Polytechnic College
Catbalogan, Samar

World Member International Federation
for Home Economics Congress

Member Philippine Association of
Graduate Education (PAGE)

President General PTA Organization
Tatabunan Barangay Elementary
School, Brgy. Tatabunan,
Talalora, Samar

Auditor Talalora Teachers Organ-
ization, 1984

Board Adviser Tatabunan Barangay Elementary
School PTA Organization

Board Adviser Tatabunan High School, PTA
Organization

Auditor Tatabunan Barangay Parish
Council

Member Lupon Tagapayapa ng
Tatabunan

Chairman Board of Election Inspectors
in all elections

Scout Executive Institutional Head, BSP

Secretary/Treasurer Confradia of the Sared Heart
of Jesus, Our Lady of Lourdes,
St. Isidro Parish

President Confradia of St. Anthony

Board of Director Tatabunan Club

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