

Result Assessment of the College Entrance Test of Feeder High Schools in Different Provinces of Cavite

Edna T. Mercado⁺

Mathematics Department De La Salle University- Dasmariñas, City of Dasmariñas, Cavite

Abstract. The research was carried out to determine the results of the College Entrance Test (CET) of the Feeder High Schools in SY 2004 -2005, 2005-2006, and 2006-2007. This also determined the significant difference in the results of CET based on type of school (public and private). There were 6,175 respondents in the college entrance examination of De La Salle University- Dasmariñas for three consecutive years. The result of the study showed that student-applicants during SY 2005-2006 performed better in the CET in the areas of Mathematics, Science, and English than the student-applicants during the SY 2004-2005 and SY 2006-2007. Finally, as regards to the result of the CET of student-applicants when grouped according to geographic location, it shows no significant difference.

Keywords: College entrance Test, Cavite, Feeder High School

1. Introduction

The entrance tests provide colleges with a standardized method to compare students who intend to continue their studies at specific schools, or even in specific fields. That is why in many colleges and universities, either state or private, the college entrance tests are being conducted to know who the particular students who can be accepted are in a particular program or course. These tests are just one of many factors considered in the college admissions process to be able to determine the skills of student – applicants.

Every country has rules and traditions about college entrance tests (CET). In the US and its territories American College Test (ACT) results are required as a basis for admissions in colleges. The primary goal of CET include measuring progress in student learning and ensuring student readiness of what particular course they wanted to take up [1]. In the Philippines, it is required for senior high school student to take the entrance examination before enrolling in a university or college. Filipino students have been found to be very poor in science and mathematics. In a recent survey of mathematics proficiency of students from 25 asian countries, the Philippines ranked 23rd with being the most proficient [2].

This study served as a way to predict ability of students to perform in college-level classes and for further development and/or improvement of the curriculum and instructions in the secondary level of education in preparation for the tertiary level education [3]. Hence, this research aimed to determine the results of the College Entrance Test (CET) of the Feeder High Schools in three consecutive school years of the feeder High Schools according to geographic location.

2. Methodology

The student applicants who took the DLSU-D CET from school years 2004-2005 to 2006- 2007 were the subjects of the study. There were 1,794 student applicants for SY 2004-2005, 2,109 for SY 2005-2006 , and 2,272 for SY 2006-2007, with a total of 6,175 student –applicants. The scores of the student – applicants were subjected to analysis.

⁺ Corresponding author. Tel.: + (63) 046 4164531 local 3073/3150; fax: + (63) 046 4164524.
E-mail address: etmercado@dlsud.edu.ph

The scores of the student- applicants were grouped according to school year and geographic location. The scores in the CET of the feeder high schools from each school year were compared through the mean standard scores obtained by the student-applicants. The significant difference in the results of the CET according to geographic location was determined using the t-test and analysis of variance (ANOVA).

3. Results and Discussion

Performance According to School Year

Table 1 shows the mean scores in the CET of the feeder high schools of DLSU-D, Cavite covering 3 consecutive school years. The data revealed that regardless of SY and geographic location, performance in Mathematics ranged from below average to average while performance in English and Science ranged from average to above average. Apparently student-applicants were weak in mathematics compared to the two other subjects.

As regards, school year SY 2004-2005 and 2006-2007, the student applicants got an overall average performance while SY 2005-2006, the student- applicants showed above average performance.

Table 1: Mean Scores of the College Entrance Test (CET) of the Feeder High Schools for three consecutive school years (2004-2005 to 2006-2007)

School Year	n	MATH			ENGLISH			SCIENCE		
		Mean	VI	SD	Mean	VI	SD	Mean	VI	SD
2004-2005	1794	471.34	LA	144.90	499.86	A	127.64	511.25	A	92.57
2005-2006	2109	484.53	A	106.74	526.00	HA	115.94	527.98	HA	81.63
2006-2007	2272	466.20	LA	114.55	495.02	A	127.62	507.34	A	93.38

Legend: HA- High Average A- Average LA- Low Average

Based on the findings obtained from the study, the student-applicants during SY 2005-2006 performed better in the College Entrance Examinations in the areas of Mathematics, Science, and English than the student-applicants during the SY 2004-2005 and SY 2006-2007.

Table 2: Results of the College Entrance Test of the Applicants in terms of Geographic Location for three consecutive school years (2004-2005 to 2006-2007)

(SY 2004-2005)

Location	n	Math	VI	English	VI	Science	VI	
BACOR	208		526.72	HA	557.36	HA	557.06	HA
DASMARINAS	546		455.35	LA	488.74	A	502.03	A
KAWIT	20		598.50	AA	628.30	S	554.00	HA
NOVELETA	38		554.47	HA	588.07	AA	559.94	HA
TANZA	34		520.58	A	568.44	HA	552.64	HA
NAIC	49		466.93	LA	562.44	HA	537.81	HA
GMA	64		465.20	LA	500.56	A	521.21	A
CARMONA	54		419.24	BA	452.87	LA	488.33	A
SILANG	93		401.27	BA	422.75	BA	465.01	LA
TAGAYTAY	77		381.54	BA	377.05	BA	439.70	LA
ALFONSO	43		438.04	LA	367.74	I	441.06	LA
MENDEZ	48		398.79	BA	388.39	BA	429.10	LA
TRECE	50		596.84	AA	612.88	AA	570.08	HA
MARAGONDON	33		618.90	AA	641.42	S	589.93	AA
TERNATE	17		615.05	AA	652.76	S	600.88	AA
CAVITE CITY	46		553.04	HA	587.91	AA	582.34	AA
GEN. TRIAS	64		507.50	A	577.92	AA	550.15	HA
INDANG	85		463.70	LA	500.47	A	524.76	HA
IMUS	225		438.36	LA	459.51	A	482.54	A
Overall Result	1794	471.34	LA	499.86	A	511.49	A	

(SY 2005-2006)

Location	n	Math	VI	English	VI	Science	VI
----------	---	------	----	---------	----	---------	----

BACOR	234	486.67	A	531.78	HA	531.79	HA
DASMARINAS	684	481.00	A	518.99	A	525.87	HA
KAWIT	20	348.80	I	351.10	I	399.45	BA
NOVELETA	27	436.37	LA	439.77	LA	447.66	LA
TANZA	49	646.75	S	648.24	S	613.79	AA
NAIC	68	598.08	AA	642.10	S	601.94	AA
GMA	57	537.15	HA	606.38	AA	573.49	AA
CARMONA	62	528.27	HA	607.69	AA	570.00	HA
SILANG	121	513.50	A	586.25	AA	573.23	AA
TAGAYTAY	72	487.95	A	543.70	HA	539.72	HA
ALFONSO	38	470.81	LA	541.26	HA	544.23	HA
MENDEZ	53	477.41	A	553.28	HA	539.86	HA
TRECE	56	458.01	LA	526.23	HA	530.89	HA
MARAGONDON	26	458.92	LA	505.07	A	520.80	A
TERNATE	22	448.81	LA	519.77	A	534.13	HA
CAVITE CITY	59	458.57	LA	519.69	A	517.94	A
GEN. TRIAS	51	460.78	LA	505.62	A	498.31	A
INDANG	96	477.03	A	514.48	A	518.18	A
IMUS	314	446.58	LA	457.00	LA	484.36	A
Overall Result	2109	484.52	A	526.00	HA	527.98	HA

(SY 2006-2007)

Location	n	Math	VI	English	VI	Science	VI
BACOR	314	438.00	LA	451.12	LA	476.97	A
DASMARINAS	720	486.17	A	506.95	A	509.55	A
KAWIT	43	453.25	LA	471.32	LA	485.60	A
NOVELETA	22	425.86	LA	463.86	LA	511.09	A
TANZA	41	422.07	BA	450.12	LA	482.39	A
NAIC	52	460.53	LA	497.94	A	523.94	A
GMA	68	477.79	A	547.64	HA	536.86	HA
CARMONA	49	474.36	A	524.81	HA	535.65	HA
SILANG	122	554.68	HA	622.84	S	603.14	AA
TAGAYTAY	51	377.56	BA	388.78	BA	438.54	LA
ALFONSO	35	426.42	LA	429.28	LA	461.60	LA
MENDEZ	64	436.85	LA	476.96	A	488.45	A
TRECE	54	433.53	LA	465.37	LA	502.11	A
MARAGONDON	32	434.12	LA	474.25	A	496.03	A
TERNATE	18	425.66	LA	491.00	A	504.33	A
CAVITE CITY	49	455.26	LA	519.30	A	522.30	A
GEN. TRIAS	41	471.51	LA	579.02	AA	539.48	HA
INDANG	77	515.57	A	536.76	HA	543.14	HA
IMUS	420	451.59	LA	474.32	A	498.59	A
Overall Result	2272	466.20	LA	495.02	A	507.34	A

The above data suggest that the performances in Mathematics, English, and Science of the applicants, who came from the different places in Cavite are not the same. Hence, there are some applicants that performed significantly better compared with the other applicants. The findings of the study coincide with the findings obtained by Arrosal [3], who concludes that applicants coming from Zamboanga City and Basilan perform significantly better than the applicants from other areas when clustered according to geographical location. This implies that geographical location has something to do with the performance of student- applicants in College Entrance Test.

Based on the study, it shows that the student-applicants' scores in the College Entrance Examination, in the school year 2004-2005 is significant when students were grouped according to geographical location. It is important to note that student-applicants from Maragondon, Ternate, Kawit, and Trece Martirez City got the highest scores in Mathematics, as well as, in English, and Science. It is worthy to note that student-applicants from Tanza and Naic got the highest scores in Mathematics, English and Science.

During SY 2006-2007, the student-applicants' difference in the scores in the CET in the areas of Mathematics, English, and Science is significant. The student-applicants from Silang got the highest scores

in Mathematics, Science, and English; while, student-applicants from Indang got the highest scores in Mathematics and Science; whereas student-applicants from General Trias got only the highest scores in English.

Table 3: shows the t-test to identify on the significant difference with regard to the result of DLSU–D feeder schools’ CET according to geographic location for three consecutive school years (2004-2005 to 2006-2007).

Subject	df	F-ratio	critical value	Interpretation
SY 2004-2005				
Math	18, 1775	29.640	1.96	S
English	18, 1775	35.444	1.96	S
Science	18, 1774	23.024	1.96	S
SY 2005-2006				
Math	18, 2090	20.514	1.96	S
English	18, 2090	26.953	1.96	S
Science	18, 2088	23.916	1.96	S
SY 2006-2007				
Math	18, 2253	11.683	1.96	S
English	18, 2252	17.347	1.96	S
Science	18, 2246	14.776	1.96	S

S – Significant at $\alpha = 5\%$

Table 3 shows the result of ANOVA to identify the significant difference of the DLSU –D CET (SY 2004-2007) upon grouping the student-applicants according to geographical location. In SY 2004-2005, the data reveals that the difference in the scores in Mathematics, English, and Science of the student-applicants is significant, since the F-ratios of 29.640, 35.444 and 23.024 are greater than the critical value of 1.96 at 5% level of significance. In SY 2005-2006, the table reveals that the difference in the scores in Mathematics, English, and Science of the student-applicants is significant; since the F-ratios of 20.514, 26.953 and 23.916 are greater than the critical value of 1.96 at 5% level of significance. While in SY 2006-2007, table reveals that the difference in the scores in Mathematics, English, and Science of the student-applicants is significant; since the F-ratios of 11.683, 17.347, and 14.776 are greater than the critical value of 1.96 at 5% level of significance.

4. Conclusion

Apparently, student-applicants during SY 2005-2006 performed better in the College Entrance Examinations in the areas of Mathematics, Science, and English than the student-applicants during the SY 2004-2005 and SY 2006-2007. However, in the school year 2005-2006 student-applicants’ difference in scores is significant. Finally, as regards the result of the CET of student-applicants when grouped according to geographic location, it shows no significant difference. This implies that geographical location has something to do with the performance of student- applicants in College Entrance Test.

The important objectives for comprehensive testing in high school include measuring progress in student learning and ensuring student readiness for college entrance test [4]. Hence, it is necessary therefore that the result of this study be made known to feeder high schools so that student-applicants should be helped in their preparation to college.

5. Acknowledgement

I would like to acknowledge the people of the University Research Office of De La Salle University-Dasmariñas, City of Dasmariñas, Cavite Philippines, a million thanks.

6. References

[1] JV. Bautista. Students’ analytical skills, and scholastic aptitude. Dissertation Abstract International.36 (1): 213. 2000

- [2] I. Damasco. Achievement tests and high-school class rank as predictors of college entrance performance. *Dissertation Abstract*. 40: 213-215. 2000
- [3] AT. Arrozal.. Performance of feeder schools in Western Mindanao in the Ateneo de Zamboanga College Entrance Test (ADZ-CET).” *The Ateneo de Zamboanga Journal*. 6:55-89. 2004
- [4] E. Faunillan. Multiple intelligences and teaching strategies of public secondary school teachers, Cotobato Division. [NDU-NDMC Consortium Cotobato]. Philippines. 2002
- [5] Gold. A Case Study of Teachers’ knowledge and attitudes toward utilization of multiple intelligences in classroom practice. Wayne University Michigan, USA.
- [6] B.D. Loren. Predictors of academic achievement in science at Richland College of Dallas, Texas. *Dissertation Abstract International*. 48:14. 2002
- [7] F. Reyento. *Philippine Perspective for Guidance and Man Power Development*. Quezon City. pp 253-257. 2000