HOLY CROSS COLLEGE OF CALINAN
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

THE RELATIONSHIP BETWEEN ENTRANCE EXAMINATION SCORES AND THE ACADEMIC PERFORMANCE OF THE JUNIOR HIGH SCHOOL STUDENTS

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May, 2024

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In Partial Fulfillment of the Requirements
in Practical Research 1 and 2

By

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APPROVAL SHEET

In partial fulfillment of the requirements in the Practical Research 2, this study entitled **THE CORRELATION BETWEEN ENTRANCE EXAMINATION SCORES AND ACADEMIC PERFORMANCE OF THE JUNIOR HIGH SCHOOL STUDENTS,** prepared and submitted by Joromat, Mac Joseph A., Luna, Eula Aileen D., Duran, Priya Wayne B., Tar, Ashley Joyce B., Dugaduga, Tsin D., and Guerrero, Raiza Jane A. is hereby recommended for oral examination, approval and acceptance.

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Research Adviser

PANEL OF EXAMINERS

Approved by the panel of examiners, after the presentation of the study with the grade of **PASSED.**

MR. CRIS DAN R. MAKILING   **MS. NOIME B. BUSTAMANTE**
Panel Member   Panel Member

Accepted in partial fulfilment of the requirement in Practical Research 2.
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The Researchers

ABSTRACT

The study investigated the relationship between entrance examination scores obtained using the OLSAT 7th Edition (The test used in entrance examination) and the academic performance of the students from the batch 2023-2024 of Holy Cross College of Calinan, Inc. Researchers used a quantitative approach and correlational design to calculate this relationship by measuring the stanines from the test results and the first quarter grades (Academic performance) of the students. The purposive sampling technique was utilized to identify students who were included in the target respondents. In computing for the significant relationship between the two variables, Spearman rho correlation was used by the researchers to compute the significant of the study. The findings showed that males have more frequency than females. The study also found out that there is a high frequency of the stanine 2 which means that many students got an inferior. In addition, most of the students got a very satisfactory remarks in their academic performance. The result of the correlation stated that there is no relationship between the Examination and Academic Performance (first quarter grade), with a Spearman rho -0.123 and a p-value 0.388. It is recommended to the upcoming junior high school to study and prepare for the entrance examination and to take entrance exam seriously and for the administration, they could conduct a post-assessment evaluation by administering the same entrance examination questionnaire that students took before graduating from the school to know their progress. It is also recommended to use Asian based entrance examination instead of western based entrance examination which is the OLSAT.

Keywords: *Academic Performance, Entrance Examination, OLSAT 7th Edition, Stanine, Spearman Rho Correlation, Junior High School*

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INTRODUCTION

Background of the Study

Entrance examination play a crucial role in shaping the future of the enrollees, as their performance in these exams can have a significant role with their upcoming future (Razmjoo & Heydari Tabrizi, 2010, as cited by Sazegar & Motallebzadeh, 2017). Furthermore, admission processes do differ from one country to another but both private institutions and governmental agencies have administered standardized entrance exams as a screening tool to assess the capabilities of the student applicants before accepting them (Hafalir, Hakimov, Kübler, & Kurino, 2018). Notably, numerous educational systems require the students to take admission exams, which can be considered as a good predictor of academic performance (Mardones, 2020).

Internationally, a study conducted by He, Kempe, Tomiki and Nishizuka, Dambara & Okada (2015) in Tokyo, Japan, revealed that entrance examination might be an indicator of academic performance of the students. They also added that upon assessing the academic performance of the students it is essential to consider the various subjects that are covered within the entrance exams. Similarly, a study conducted in the country of Ethiopia indicated that entrance exam scores can have a strong relationship with high school grade average (Tessema, 2014). However, an opposing result in Saudi Arabia that is shown in the study of Alamouhdi, Falattah, Eldakhakhny, Kamel, Alshawwa & Elsa Mannoudy (2021), which shows a weak correlation between the two variables: academic performance and entrance exam scores. In Cameroon, the study of Len and Margaret (2021) concludes

that common entrance examination does not predict academic performance of the secondary students.

In the national context, a study conducted in National University in the Philippines, resulted in a positive correlation between the entrance exam and the academic performance of the students which have utilizes the instrument statistically and significantly in predicting the GWA and units earned by the examinees (Fabito, Rodriguez, & Catacutan-Bagit, 2019). A similar study conducted by Ramos (2018), in Lyceum, Philippines indicates that the entrance exam (stanine score) can be correlated with academic performance. On the contrary, a study conducted in Lyceum, Batangas revealed a significant moderately positive relationship between academic performance and examination (Encio, 2022). In contrast in Batangas, a study conducted by Calma (2022), found a very weak correlation with the entrance exam and the academic performance of the students. The study of Laus (2021) showed that in Cebu, the students' academic performance during their first year of high school is heavily affected by their prior knowledge, as measured through admission tests and pre-entry grades based on the model proposed.

Significantly, due to the numerous studies that have explored the relationship between entrance exam and academic performance, particularly among college students, the researchers aim to investigate a new variable which is among the junior high school students. Nevertheless, due to the inconsistency of the results, the researchers intended to assess the possible link between these two variables. Additionally, the guidance office of the participating school in Davao City administers an entrance exam, specifically the Otis-Lennon School Ability Test 7th Edition (OLSAT) before accepting the students to the institution. Moreover, there is still a short amount of research done in this area especially

in junior high school department and in the local context. Further scientific explorations are needed.

Statement of the Problem

This study is conducted to verify the relationship between entrance examination and academic performance of students. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the students in terms of sex?
2. What are the entrance examination results of the students?
3. What is the first quarter grade of the students during their first quarter in grade 11?
4. Is there a significant relationship between entrance examination results and the academic performance of the students?

Hypotheses

*Ho***:**   There is no significant correlation between entrance examination scores and the academic performance of junior high school students.

*Ha***:**   There is a significant correlation between entrance examination scores and the academic performance of junior high school students.

Review of Related Literature

In this section, the review of related literature will be carefully discussed to scrutinize the support of the study.

The Differences of male and female academic performance and entrance examination

The exam score is a crucial determinant in the acceptance or rejection of an applicant from the program or school they are applying to. Schools have the option to use a teacher-made exam, verified by the officer in charge, or a standardized examination acquired from an outside vendor (Ramos, 2018). Academic achievement is defined as performance outcomes indicating how well a person has performed in relation to specific objectives, which are the focus of activities in educational settings such as schools, colleges, and universities. Antoniou (2012) found that schools significantly impact students' academic progress, success, and performance on university entrance examinations. According to Reysio-Cruz (2019), the statistics shows that it was observed that enrollment rates in in high school were roughly identical with 93.7 for females while 93.9 for males.

According to Tsaousis and Alghamdi (2022) discovered that females outperform males in the higher-order factor (GAA). Specifically, females may choose more competitive universities, diminishing their initial advantage. Furthermore, the study utilizes the Rasch Model to illustrate that women often deviate more than men from the optimal number of correct answers, primarily by omitting too many items. One notable finding, as reported by Voyer (2014), was that women had the greatest advantage in language courses and the lowest advantage in math courses in which, it suggests that gender disparities in academic performance vary across subjects. However, recent studies suggest that females demonstrate more consistent performance across various subjects during cognitive tests. In 2017, the tertiary education sector in the Philippines had approximately 1.32 female students for every male student enrolled (Statista, 2022).

However, a study conducted in Maiduguri senior secondary schools contradicts this, showing that male students performed better academically in economics from 2006 to 2010 (Amuda et al., 2016). According to a study conducted by Mwingi (2014), the results showed that male students outperformed their female counterparts in terms of overall performance. Subject-wise, boys lead the girls in the sciences, but girls scored better in languages. Additionally, Pekkarinen (2015) found that despite starting with higher university application scores, females may not have a higher admission likelihood compared to males, potentially due to differences in application patterns or performance in entrance exams. Conversely, males' participation in extracurricular activities and economic pursuits, shaped by socio-economic factors like financial constraints and gender norms, impact their academic performance (Wrigley-Asante et al., 2023).

According to the study of Feldman (n.d), the data collected from 112 countries representing approximately 95% of the world's population, there exists a significant imbalance in school enrollment between genders. According to study Balart and Oosterveen (2019), traditional gender differences show females excelling in verbal and reading tests, while males typically outperform females in math and science assessments. The global trend of females surpassing males academically, particularly in high school and beyond, remains evident despite recent comprehensive meta-analyses by Jackman & Morrain-Webb (2019) indicating consistent female academic superiority. Wrigley-Asante et al. (2023) noted that while male students tend to perform better at the senior high school level while females exhibit enhanced performance at the tertiary level. High school academic disparities are influenced by gender stereotypes, whereas improvements in female performance are attributed to teaching methods, parental support, motivation, and efforts toward women's empowerment.

Entrance Examination

Entrance examination plays a crucial role in a student's academic journey as it determines the student's preparedness to perform in the academic field (Sharma, 2020). Preparing for entrance exams necessitates a substantial amount of effort and dedication from students, involving adherence to a rigorous schedule, efficient time management, and equitable focus on all subjects (Utkalika, 2021). This level of commitment demands considerable hard work from students to attain their desired outcomes. Entrance exams for schools are used to determine how carefully a student is chosen for enrollment after being accepted to a school (Maseleno et al., 2017). Anderson (2023) stated that these examinations help educational institutions determine a student's ability to learn in a new setting and how well they can manage the pressure of a higher level of study. According to Hoang & Larsen (2014), the most significant test to predict a student's future is the university entrance examination, which they must pass with a better score than average to be admitted into universities and colleges. Stated by Ningrum and Ekayani (2019), their study revealed that the academic potential exam can predict the academic success of medical students. They found that students with strong academic potential tend to score higher on the block exam, while those with good academic test scores tend to score lower on the block test.

Jian (2020), stated that the entrance exam leads to the best possible distribution of social resources, guides elementary and middle school students in implementing high-quality education, and realizes educational equity at various levels. The author also stated that they seek to guarantee the relative fairness of entrance opportunities and competitive starting points for examinees. In addition, according to Goodson (2018) most of the tests are designed to predict your potential for performing well in a college classroom. As

highlighted by Tessema (2014), entrance exams can have negative consequences by exacerbating socioeconomic disparities, causing excessive stress and anxiety among students, and sometimes failing to holistically assess a student's true potential and readiness for higher education. These exams may favor privileged students, neglecting those from less advantaged backgrounds and sidelining other important qualities for academic success. Moreover, this supports the study of Ogbonnaya et al. (2014), which revealed that there could be a positive correlation between the admission qualification scores and the final academic performance.

Academic Performance

Academic performance represents a multifaceted concept that encompasses an array of elements, including a student's competencies, mindset, and actions, all of which collectively contribute to their achievements within an educational setting (Hijazi & Naqvi, 2006, as cited by Ampofo & Osei-Owusu, 2015). In addition, academic performance is defined by Bell (2018) as it refers to the extent to which a student aligns with the criteria and benchmarks established by both the local government and the educational institution. In essence, it signifies the degree to which a student's performance and conduct adhere to the predefined standards and expectations put forth by the governing authorities and the specific educational institution. In education, academic performance has a significant role especially during high school years, whereas in numerous countries particularly in Turkey, academic performance of the students is one of prominent determinants for their admission process (Celik & Koc, 2015). Vanderbilt University (2024) emphasizes that grades are crucial evaluations of students' efforts, highlighting the importance of accurately reflecting the quality of student work through grades and ensuring the grading process is carried out fairly to maintain impartiality.

Previous research has emphasized the multifaceted nature of factors affecting students' academic performance, encompassing social, psychological, economic, environmental, and personal aspects. These factors collectively play a crucial role in shaping academic outcomes. However, it is important to recognize that the impact of these factors varies from one student to another, highlighting the complexity and uniqueness of each individual educational experience (Ogunsola, Song, & Wang, 2014, as cited by Peñeda, Ticoy & Rabuya, 2019). The same as the claim of (Mushtaq & Khan, 2012), it says that the assessment of student academic performance has been a focal point in prior research, representing a complex facet within the realm of academic literature. Student achievement is notably impacted by a range of factors, including social, psychological, economic, environmental, and personal elements. These factors wield a significant influence on student performance, although it is important to note that their effects can differ from one individual to another and can also vary across different countries.

There are factors that could affect the high school students' academic performance. It could be positive or negative according to Guskey (2022). In recent times, there has been a notable transition towards adopting more efficient teaching and learning methods within high schools. This shift encompasses an emphasis on engaging learning approaches, customized instruction, and making decisions based on data analysis. Moreover, research conducted by Cavilla, (2017), discovered that students who relocated to a different high school exhibited higher levels of motivation and enthusiasm in their academic pursuits compared to their previous educational settings. The study of Masongsong (2019), concluded that majority of the students in grade 11 have a very satisfactory academic performance.

The study of Gray and Bunte (2021) note that students can improve their overall course grades by enhancing their performance in low-stakes assessments. This includes active engagement, completing reading quizzes, and effective participation in in-class activities like clicker exercises.

Entrance Examination and Academic Performance

The findings of this study suggest a direct correlation between academic success and performance on entrance exams. In simpler terms, students in junior high school who achieve high scores on their admission exams tend to perform better academically. Several factors, including previous performance on entrance exams, can influence the academic outcomes of secondary school students (He et al., 2015). It is essential to examine whether educational assessments genuinely contribute to the academic development of the students or primarily serve as tools for selection and control. This is crucial for a comprehensive understanding of the intricate dynamics of educational evaluation, a dilemma that students frequently encounter during their school years (Armendriz, 2018). Additionally, the study seeks to evaluate the behavior of both public and private institutions in the context of college admission exams. It also aims to predict academic achievement and its connection to the performance of junior high school students.

According to Ramos (2018), the research aimed to investigate the correlation between stanine results and the academic performance of students enrolled in the BS Computer Science program. Employing a correlation research technique, the study demonstrated a notable association between stanine levels and the academic achievements of the students. The findings suggest that stanine level serves as a predictive factor for the academic performance of these students. The results indicated that a higher stanine

score/level corresponds to enhanced performance in the mentioned professional courses. According to the analysis of variance, there isn't a discernible difference between the academic performance of the respondents' academic standing and results in their admission exam. According to the study, admission Policy ought to be more in line with institutional tactics that raise students' academic performance and hence affect student retention (Lugo, M. & De Vera, M. 2018).

The results of the entrance exams English section and academic achievement in other courses showed strong connections. However, the results of the entrance examination's mathematics test showed non-significant negative connections with academic achievement in numerous other areas (He et al., 2015). Additionally, the study found a strong correlation between first-year students' admission exam scores and their proficiency in algebra, trigonometry, English, and Filipino. The final grades in Algebra, English, and Filipino, as well as the scores in the verbal section of the OLSAT, differ significantly between males and females. Bihari (2014) stated that the candidates from the unreserved category performed better overall and were observed to have no significant correlation between their performance in the entrance exam and their academic achievement.

The final grades in trigonometry and Filipino, as well as the verbal and nonverbal scores on the OLSAT, differ significantly amongst programs. According to the study, entrance exam scores can be used to forecast how well students will perform in their first-year classes (Cataquis, 2012). In the study of Silfverberg and Oberta (n.d), The study of Ôtani (2019) discovered that there are distinct correlations between achievement and parental monitoring engagement in elementary and middle school, indicating that parental involvement can have an impact on students' academic success.

The studies above show that the entrance examination has a relationship to the academic performance of the students. Considering the subject-specific variations, it is essential to gain a comprehensive understanding of how entrance examinations contribute to, or sometimes impede, academic performance of the students, especially the junior high school students.

Theoretical Framework

This research is anchored on the Constructivism theory of the Swiss psychologist, Jean Piaget in 1936, postulated that constructivist theory of learning argues that people develop an understanding of what they learn based on their past experiences. The concept of constructivism implies that individuals construct knowledge in their minds based on existing knowledge, resulting in varied understanding among different individuals (Anonymous, 2021). Furthermore, according to Mcleod (2024), The central idea of constructivism is that human learning is not simply a retrieval of existing information, but the active construction of new knowledge based on prior learning and experience. This implies that people do not simply receive fully formed knowledge, but rather, they actively shape and modify it through interaction with their environment and the new information they encounter. Therefore, previous learning plays an important role in shaping future learning and understanding.

The research investigated the relationship between entrance examination scores and academic performance of junior high school students. The study reinforces the belief that knowledge is built on previous learning, and that how students perceive, and process information can impact their performance in different academic areas.

Their prior knowledge impacts and shapes what they build from new information. In this sense, students' prior knowledge, as measured through entrance examination, can influence their academic performance in their first year of high school. If students have a solid foundation of knowledge in certain subjects prior to entering high school, they are more likely to build upon this knowledge and experience greater academic success. This highlights the importance/influence of entrance exams in preparing students for high school and the need for adequate preparation and support in the junior high school level.

Conceptual Framework

The study is being guided with the following conceptual framework below:

Entrance Examination		Academic Performance
Independent Variable		Dependent Variable
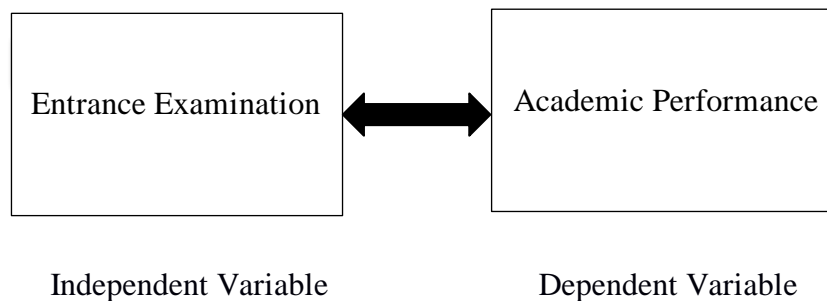
Figure 1: Conceptual Framework

The core purpose of this research study revolves around two fundamental variables: the entrance examination scores and the academic performance of students. The primary objective of the researchers is to discern whether there is any significant and measurable relationship occurs between these variables. In this study, the entrance examination is designated as the independent variable. Conversely, the academic performance of students is categorized as the dependent variable.

The two-edge arrow featured in the study signifies the potential connection between the entrance examination and academic performance. The focus of the study is specifically geared towards exploring any plausible associations between these variables or the possible trend between the two. Moreover, the principal aim of the researchers is to determine if the performance exhibited in the entrance examination holds the potential to impact academic achievements.

Significance of the Study

This study will delve into the pivotal role of entrance examinations at the junior high school student's level, aiming to unravel the intricate relationship with academic performance. Notably, students, teachers, parents, administrators, and future researchers stand to gain valuable insights from the exploration of the intricate relationship between entrance examinations and academic performance at the junior high school level. The primary objective is to explore and correlate the dimensions of this complex interaction, shedding light on its nuances and implications for educational practices.

Firstly, the result of this study will be beneficial for the students because it will improve the curriculum alignment, potentially leading to a more effective and engaging education. Furthermore, this study contributes to creating a more enriching and effective educational experience for the students. The students emerge as the primary beneficiaries of this study as it directly addresses aspects of the educational system that influence their learning experiences, opportunities, and overall academic success. The potential improvements in curriculum alignment, teaching methods, and admission procedures contribute to a more supportive and enriching educational environments for all students.

Secondly, this study extends its influence on teachers and parents. Teachers can leverage the insights gained from exploring the intricate connection between entrance examinations and academic performance to enhance their instructional strategies. This understanding empowers teachers to customize their methods, introducing more effective techniques and offering targeted support to address the specific needs of students. On the parental front, the study provides increased transparency into their child's academic journey. With knowledge about how entrance examinations shape academic outcomes, parents can actively participate in supporting their child's learning, aiding in specific subject areas, and fostering more effective collaboration with teachers and administrators, contributing to a more comprehensive and collaborative educational experience.

Thirdly, administrators benefit significantly from this study as it furnishes them with crucial data for informed decision-making. These insights empower administrators to enhance educational quality, refine teaching methodologies, and align programs with rigorous standards. By leveraging this knowledge, administrators not only fortify the institution's commitment to excellence but also contribute to continuous improvement, positively impacting the institution's reputation in the competitive educational landscape.

Lastly, for future researchers, this study provides a foundation basis for future research in education, offering comprehensive insights into the intricate relationship between entrance examinations and the academic performance of junior high school students. It not only identifies potential research gaps but also establishes a framework for methodological approaches, guiding future researchers in their investigations. The study invites exploration of various influencing variables, such as socio-economic factors and cultural contexts, opening avenues for more specialized studies.

Scope and Delimitation

The researchers intended to assess the possible relationship between entrance examination and academic performance of the students in junior high school level. In addition to that, the researchers will be assessing the Grade 11 students who took an entrance examination in the School Year 2019-2020 beforehand entering the institution during their Grade 7, School Year 2019-2020, and the first quarter grades of the following Grade 11 students in the current year, 2023-2024. The researchers are going to conduct this research in one of the private Catholic schools in Davao City administered by the Presentation of Mary sisters.

In this study, the researchers are going to correlate the relationship between the entrance examination and the first quarter grade. Moreover, this study only aims to assess if there is a significant relationship between the entrance examination and the first quarter grade of grade 11 students. Thus, the students who took the entrance examination during grade 7 who are not are not studying at the same school were not included in the population of the study. Furthermore, the researchers will not be focusing on other factors which affect the entrance examination scores such as psychological, physiological, and socio-economic class. Moreover, the researchers assessed these following data and did not disseminate research questionnaires to the respondents.

Definition of Terms

These are the following terminologies used in the study. Hereby, these following terms will be operationally explained by the researchers:

Entrance Examination - it refers to the standardized test that the new enrollees take part
during the admission process.

Academic Performance – it refers to the quarterly grade of the Grade 11 students in
School Year 2023-2024.

Otis-Lennon School Ability Test (OLSAT) 7th Edition – it refers to the standardized
test which serves as an admission screening tool to evaluate
verbal, non-verbal, and quantitative abilities of the students.

First Quarter Grade - it refers to the numerical representation of the grades of the
students in a particular grade level.

Standard Nine (Stanine) - it refers to the scaling test that the guidance office utilizes to
interpret the test scores of the prospective student-applicants.

Chapter 2

METHODOLOGY

This chapter is referred to as the research methodology that the researchers will utilize. In this area, the following will be discussed: the participants, the study setting, the instrument used in the study, the data collection process, ethical considerations, and lastly the data analysis.

Research Design

This study utilizes quantitative research employing a correlational research design. Quantitative research involves the systematic collection and analysis of numerical data to uncover patterns, make predictions, assess cause-and-effect relationships, and apply findings to larger populations (Bhandari, 2020). In addition, research that is quantitative includes a variety of techniques focused on the methodical analysis of social phenomena with statistics or quantitative information. Thus, quantitative research incorporates measurement and presupposes the studied phenomena allow for measurement. It starts to examine the data for patterns and connections and to confirm the measurements taken (Watson, 2015).

The study utilizes a correlation design, which, as per Bhandari (2021), explores the relationships between variables without actively manipulating or controlling them. It further helps in determining whether these relationships exhibit a positive or negative direction. Furthermore, according to Cherry (2023), examining the connections between two or more variables is the focus of correlational research. Sometimes there's no relationship at all. In this context, a correlation was established between the results of entrance examinations and the academic performance of junior high school students,

measured through the first quarter grade. This correlational approach was chosen to investigate the link between these two variables.

Data Source

The respondents of this study are the former grade 11 students from school year 2023-2024 who have taken the entrance examination being admitted to school in grade 7, school year 2019-2020. The sample size of the study is 51 since purposive sampling has been used by the researchers. In addition to that, the researchers used purposive sampling due to the small population of respondents. Moreover, the researchers assured that the letters have been sent out to the guidance office and to the office of the registrar in getting the needed data of the students.

Research Locale

This research is carried out in one of the Private Catholic Schools in Calinan, Davao City, managed by the Presentation of Mary Sisters (PM). This institution has a longstanding reputation for delivering high-quality education for over the span of more than 70 years. Notably, it is the sole educational establishment in Calinan, Davao City, which offers a comprehensive educational program encompassing from preschool to college degree. Furthermore, the current participating school has also earned a Level II accreditation from the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) for both its Basic Education and College Department, underscoring its commitment in providing a well-rounded, top-notch education to all its students.

Figure 2: Map of Davao City

Research Instrument

The instrument used to gather the data in this study is the Otis-Lennon School Ability Test (OLSAT) 7th Edition standardized test. This type of standardized test is used in assessing the verbal, non-verbal and cognitive ability of the students. Furthermore, this test is utilized and used as an admission test of the participating school during the admission process of the junior high school students. Additionally, The Nine-point Scale or Stanine and Quality Index is being used to interpret and present the results of this OLSAT standardized test. The data for the academic performance of the students from the Office of the College Registrar were presented by general weighted average with the verbal interpretation that is adapted from the table presented in the study of Lugo and De Vera (2018).

Table 1. The Nine-point Scale or Stanine and Quality Index

Stanine	Quality Index	Description
9	Excellent	This means that the student has an excellent score and belongs to 4% scorers of the entrance examination.
8	Superior	This means that the student has a superior score and belongs to 7% scorers of the

		entrance examination.
7	Above Average	This means that the student has an above average score and belongs to the top 12% scorers of the entrance examination.
6	High average	This means that the student has a high average score and belongs to the top 17% scorers of the entrance examination.
5	Average	This means that the student has an average score and belongs to the top 20 scorers of the entrance examination.
4	Low Average	This means that the student has a low average score and belongs to the bottom 17% scorers of the entrance examination.
3	Below Average	This means that the student has a below average score and belongs to the 7% scorers of the entrance examination.
2	Inferior	This means that the student has an inferior score and belongs to the bottom 7% scorers of the entrance examination.
1	Very Poor	This means that the student has a very poor score and belongs to the bottom 4% scorers of the entrance examination.

Table 2. The General Average and Verbal Interpretation

First Quarter	Quality Index	Descriptions
95-100	Outstanding	This means that the students during grade 11 have an outstanding performance in all subjects and indicates an exceptionally high level of quality, representing performance that is exceptional and exemplary.
92-94	Superior	This means that the student during grade 11 has a superior performance in all subjects and represents a level of quality that is significantly above average, indicating excellent performance.

84-91	Very Satisfactory	This means that the student during grade 11 has a very satisfactory performance in all subjects and indicates a high level of quality that meets or exceeds expectations, demonstrating strong performance.
78-83	Satisfactory	This means that the student during grade 11 has a satisfactory performance in all subjects and represents a satisfactory level of quality, meeting the required standards and expectations adequately.
75-77	Fair/Average	This means that the student during grade 11 has a fair/average performance in all subjects and r epresents a fair or average level of quality, indicating performance that is adequate but not exceptional.
Below 75	Poor	This means that the student during grade 11 has a poor performance in all subjects and indicates a low level of quality, falling below acceptable standards and requiring improvement.

Table 3. Spearman Rho Correlation Description

Range of Spearman ρ Correlation	Descriptions	Interpretation
≥ 0.70e	Very strong relationship	This means that the relationship between entrance examination and academic performance indicates a very strong positive relationship between variables and directly proportional., suggesting a nearly perfect positive association between them.
0.40-0.69	Strong relationship	This means that the relationship between entrance examination and academic performance indicates a strong positive relationship and directly proportional between

		variables, suggesting a substantial positive association between them.
0.30-0.39	Moderate relationship	This means that the relationship of entrance examination and academic performance indicates a moderate positive relationship between variables, suggesting a noticeable but not extreme positive association between them. and directly proportional.
0.20-0.29	Weak relationship	This means that the relationship between entrance examination and academic indicates a weak positive and directly proportional relationship between variables, suggesting a slight positive association between them.
0.01-0.19	Very weak negative relationship	This means that the relationship between entrance examination and academic performance indicates a very weak positive relationship and inversely proportional between variables, suggesting an almost negligible positive association between them.
0.00- (-0.19)	Weak negative relationship	This means that the relationship between entrance examination and academic performance indicates a weak negative relationship and inversely proportional between variables, suggesting a slight negative association between them.
(-0.20) – (-0.39)	Moderate negative relationship	This means that the relationship between entrance examination and academic performance indicates a moderate negative relationship and inversely proportional between variables, suggesting a noticeable but not extreme negative association between them.

(-0.40) -- (-0.59)	Strong negative relationship	This means that the relationship of entrance examination and academic performance is Indicates a strong negative relationship and inversely proportional between variables, suggesting a substantial negative association between them.
(-0.60) – (-0.79)	Very strong negative relationship	This means that the relationship of entrance examination and academic performance indicates a very strong negative relationship and inversely proportional between variables, suggesting a nearly perfect negative association between them and inversely proportional.
(-0.80) – (-1.00)	Very weak negative relationship	This means that the relationship between entrance examination and academic performance indicates a very weak negative and directly proportional relationship between variables, suggesting an almost negligible negative association between them.

Data Gathering Procedure

The researchers adhered to these following data gathering procedures upon conducting the study. Consequently, the study pursued by obtaining permission from the administrators of the participating school, the School President, Sr. Cherie Eloisa L. Garrote, the School Principal, Dr. Ma. Corazon C. Suñga, to conduct the research within the school premises. Subsequently, the researchers also sent letters for permission to the guidance office and to the registrar to collect the following data: the entrance examination (Stanine) scores of the respondents and their first quarter grade. Moreover, these data were utilized by the researchers to address the statement of the problem of the study.

Once the approval was secured, the researchers analyzed the data from the said offices and made sure that the ethical considerations has been strictly observed avoiding any alteration nor manipulation. The researchers signed a Non-Disclosure Agreement (NDA) with the guidance office and the registrar office to ensure that the data will not be mishandled nor miscarried by the researchers.

Ethical Considerations

The Researchers need to follow ethical practices in research because, according to Resnik (2020), research ethics are ultimately essential in a scientific study. Additionally, ethical standards must support the corresponding goals of research, such as the acquisition of valid information, privacy, confidentiality, and information validity. Furthermore, the institution will be informed about the purpose and background of the study.

Participants will be assured of the utmost confidentiality of their personal information, a crucial measure aimed at preventing any potential bias or discrimination based on individual characteristics. As stated by Bos (2020), confidential information pertains to personal matters that individuals prefer to keep private and not share with others. It encompasses details considered private or sensitive and not meant for public disclosure. This will ensure a fair and impartial assessment process. Assessments and analyses will be meticulously conducted without disclosing the identities of individual participants, fostering an environment of objectivity and impartiality in the research outcomes.

The researchers opt to implement secure data handling procedures to safeguard the data provided, store the data in a secure location with limited access, and use encryption and access controls to protect sensitive information. As stated by Shea (2022), data security involves the implementation of measures to protect information from being accessed, lost, disclosed, altered, tampered with, or corrupted by unauthorized parties at

any stage of its existence, spanning from its creation to its eventual disposal. This ensures that the data will be used for research purposes only and not for any personal or commercial use. In this study, the pursuit of information validity is aimed at guaranteeing that the data faithfully represents the entrance examination scores and academic performance of the students. This is fundamental for generating research findings that are dependable, trustworthy, and in alignment with ethical standards.

Data Analysis

Data analysis involves gathering, shaping, and scrutinizing data through diverse statistical and logical approaches and methods (Calzon, 2023). The researchers will use a frequency and percentage distribution in determining the demographic profile of the respondents, the stanine scores, and to determine the grades of the first quarter grades of the students. According to Bhandari (2023), frequency and percentage distribution are the data set made of distribution of values or scores. In addition, Frequency distribution helps to organize and synthesize the data through a statistical table that shows the quantity of occurrences or frequencies corresponding to each distinct score within a dataset (Holcomb & Cox, 2017).

Furthermore, to correlate the two major variables of the study: entrance examination and academic performance, the researchers will use Spearman Rho Correlation. The Spearman's correlation is applicable for a broader range of relationships, but it still has requirements that your data must satisfy for it to be valid. Specifically, Spearman's correlation only works for continuous data that follow a monotone relationship or for ordinal data (Frost, 2023).

Chapter 3

RESULTS AND DISCUSSION

This chapter covers presentation, tabulation, analyses, and interpretation of the data

gathered during the conduct of this research. The information is presented in an organized and clear manner, making it easy to understand. The results of the study are interpreted based on the research questions posed in Chapter 1, and the discussions and interpretations enhance the understanding of the research topic.

Research Question #1: What is the demographic profile of the students in terms of sex?

Table 4. The Frequency Distribution of Students According to Sex

Sex	Grade 11 Students	
	Frequency	**Percentage**
Male	26	51%
Female	25	49%

It can be gleaned from the table that there is a higher percentage of male students compared to the female. It can be observed that the Grade 11 student population consists of 26 male students 51% of the population whereas there are 25 female students, 49% of the total population in which this indicates that there is a higher frequency and percentage of male students compared to female students in the Grade 11 student population in terms of sex.

Similarly, according to the study of Feldman (n.d), out of the 112 countries that provided data, accounting for 95% of the world's population, the study shows that 76 million more males that are enrolled in school than females. Also, according to Reysio-Cruz (2019), the statistics shows that it was observed that enrollment rates in in high school were roughly identical with 93.7 for females while 93.9 for males.

Research Question #2: What is the entrance examination results of the students?

Table 5. Frequency Distribution of Students According to their Stanine

Stanine	Frequency	Percentage
1	12	23.52%
2	15	29.41%
3	11	21.56%
4	8	15.68%
5	3	5.88%
6	2	3.92%
7	0	0
8	0	0
9	0	0
Total	51	100%

Table 5 presents data in descending order, indicating the frequency and percentage distribution of students across different stanine categories. Stanine 2 recorded the highest frequency with 15 students (29.41%), followed by Stanine 1 with 12 students (23.52%), and Stanine 3 with 11 students (21.56%) of the total population. Conversely, there was minimal representation in Stanines 4, 5, and 6, with 8 students (15.68%), 3 students (5.88%), and 2 students (3.92%) respectively. Notably, Stanines 7, 8, and 9 had zero representation.

In general stanines 1, 2, and 3 are considered to reflect below-average performance; stanines 4, 5, and 6 are average; and stanines 7, 8, and 9 are above average (Otis & Lenon, 1996). There is a high frequency of the stanine 2 which stated that many students got an inferior result that means that the student has an inferior score and belongs to the bottom 7% scorers of the entrance examination. The second one is the stanine 1 stated that the student has a very poor score and belongs to the bottom 4% scorers of the entrance

examination Unfortunately, no one achieved the excellent result which is the stanine 9 that means the student has an excellent score and belongs to 4% scorers of the entrance examination.

The data varied in terms of the population and the scores of the students. The data when compared to the results of the study of Lugo and de Vera (2018) is comparatively distinctive, where in most of the respondents (36%) have a stanine 5, followed by 28% with stanines 4 and 4% got a stanine 8. However, eight percent of the respondents got a stanine 3. According to how frequency of the students under each stanine mark. It shows that majority has a stanine of 4 and least number of students falls under stanine 1. The study of Ramos (2018) stated that data reveals the distribution of students across different stanine marks. It indicates that most students received a stanine score of 4, while the fewest students received a stanine score of 1.

Research Question #3: What is the first quarter grade of the students during their first quarter in grade 11?

Table 6. Table of Frequency Distribution of the First Quarter Grade of Grade 11 Students

First Quarter Grade	Frequency	Percent
80	1	1.96%
81	1	1.96%
82	2	3.92%
83	4	7.84%
84	5	9.80%
85	4	7.84%
86	5	9.80%
87	3	5.88%

88	8	15.69%
89	7	13.73%
90	5	9.80%
91	2	3.92%
92	3	5.88%
93	1	1.96%
Missing	0	0.00%
Total	51	100.00%

The data from Table 6 outlines the grade distribution of 51 Grade 11 students who took an entrance exam at the school. Notably, the most frequent grade was 88, achieved by 8 students (15.69%), followed by 89, attained by 7 students (13.73%). Grades 84, 86, and 90 each had a frequency of 5 students (9.80%), while grades 83 and 85 were obtained by 4 students each (7.84%). Only one student received a grade of 87 (5.88%). Grades 82 and 91 had the lowest frequency, with 2 students each (3.92%), and grades 80, 81, and 93 were attained by 1 student each (1.96%).

Based on the results, the lowest grade achieved among the Grade 11 students who took the entrance exam prior to entering Grade 7 is 80. This suggests that these students demonstrated satisfactory performance in all subjects during grade and meeting the required standards and expectations adequately. On the other end of the spectrum, the highest grade achieved by 1 student is 93, indicating superior performance across all subjects during Grade 11 and represents a level of quality that is significantly above average, indicating excellent performance. Overall, most of the grade 11 students exhibited very satisfactory performance in all subjects and indicates a high level of quality that meets or exceeds expectations, demonstrating strong performance.

Grades serve as an objective gauge of both learning and teaching quality (Diamond, 2021). The study conducted by Tus (2021) illustrates that the largest portion of participants, making up 39% of the total 192 students surveyed, achieved very satisfactory grades. This was closely followed by 32% of students, totaling 159, who also attained very satisfactory grades. Additionally, 8% of respondents, accounting for 37 individuals, obtained satisfactory grades, while 21% demonstrated an outstanding level of academic performance.

Research Question #4: Is there a significant relationship between entrance examination?

Results and the Academic Performance of the students?

Table 7. The Correlation Result

Variable	Entrance Examination	Academic Performance
Stanine	Spearman Rho ---	
	P-value ---	
Academic Performance	Spearman Rho -0.123	---
	P-Value 0.388	---

Table 7 illustrates a moderate negative correlation (r = -0.123) between entrance examination scores and grade 11 students' academic performance. Additionally, in various domains (p = 0.388 > 0.05). It means that the relationship of entrance examination and

academic performance suggesting a noticeable but not extreme negative association between them and inversely proportional. Entrance exams may predict academic performance to some extent, they are not the sole determinant, as other external factors may also influence student performance. The result of the correlation leads to the acceptance of the null hypothesis and rejection of alternative hypothesis indicating there is no significant relationship between entrance exams and academic performance.

Compared to the study of He et al. (2015) found non-significant negative associations between entrance exams and academic performance. Significantly, According to Birari (2014), the result of the study found no notable link between their performance in the entrance exam and subsequent academic performance.

Chapter 4

CONCLUSION AND RECOMMENDATIONS

This chapter delineates the conclusion or the insights of the researchers from conducting the study. In addition, it shall also elaborate the recommendations or suggestions of the researchers based on the results presented in chapter 3.

Conclusion

Upon analyzing the results of the study, it is evident that the entrance examination scores of the Grade 11 students may not serve as exclusive predictors of their academic performance. Despite most students achieving below average stanines, their subsequent academic performance was notably satisfactory, indicating a discrepancy between entrance exam outcomes and academic performance. The moderate negative correlation between entrance exam scores and academic performance suggests that other factors, such as prior education experiences and external influences, significantly contribute to students' success.

Moreover, the study found that junior high school education exhibited a non-significant negative association with academic achievement, further emphasizing the multifaceted nature of academic success. The OLSAT standards are based on Western countries. The researchers concluded that the entrance examination results may be not one of the predictors of academic performance, but it should not be the sole factor considered. The acceptance of the null hypothesis, with a p-value greater than 0.05, underscores the importance of considering various factors beyond entrance exams in understanding and supporting student performance.

Recommendation

Based on the results of the study, the following recommendations and implications are suggested for the students, school/ administration to strategically look at the following components: (1) Preparation for the examination (2) Admission exam policies, (3) Applying Asian based type of Entrance Examination (4) Fostering post examination and (5) population and the grades of the students.

Firstly, as the result of the study stated that there is an inverse result for their grades and entrance examination, it is suggested by the researchers that the students should prepare for their upcoming entrance exam, for them to qualify for the school that they are going to admit in and for them to qualify in advanced programs, scholarships, and enhance their admissions prospects. Excelling in the exam demonstrates strong cognitive abilities and can foster personal development. Preparing for the entrance examination can open doors to opportunities and set students on a path toward academic achievement and intellectual growth.

Secondly, to improve the admission policy, the study suggests increasing the stanine requirement for students applying to the programs under study. This could help students perform better and aim higher in their entrance examinations and encourage them to take the entrance examination more seriously. Additionally, it can ensure that the school's admission policy aligns with its goal of achieving excellence. Furthermore, this measure could increase the number of future graduates in the program under study. It is also recommended that a comprehensive orientation regarding the nature and possible implications of taking the exam be done just before students take it.

Thirdly, the recommendation to consider Asian-based entrance exams comes from the fact that the current Western-based exam might not match the cultural and educational

backgrounds of the students. Asian exams are made with Asian culture and education in mind, so they could better reflect how students think and learn. Moreover, Asian exams line up well with what students are taught in their classes, giving a clearer picture of what they have learned. Using these exams would help teachers understand how students are doing compared to others in a similar educational setting, making it easier to support them effectively. So, looking into Asian-based entrance exams could make the testing process fairer and more helpful for Grade 11 students.

Fourthly, the Basic Education Department should conduct a post-assessment evaluation by administering the same entrance examination questionnaire that students took before graduating from the school. This measure can effectively gauge the extent of improvements in students' performance over their academic tenure. Moreover, evaluation process is imperative for determining whether both educational programs adhere to these standards and effectively facilitate students' academic growth.

Lastly, based on the results of the study, the researchers would recommend for the future researchers to obtain at least 0.5% of the total population for a more precise and better data collection and analysis. Moreover, it is suggested that the future researchers will use the General Weighted Average in replacement of the First Quarter Grade as the main variable of the study for a more profound result in consideration of academic factors that can affect the grades of the students.

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Appendix 1a: Letter of permission

HOLY CROSS COLLEGE OF CALINAN,INC
Davao- Bukidnon Highway, Calinan Poblacion, Davao City

Noted by:

Ms. June Nilyn Torres
Research Adviser

Appendix 1b: Letter of Permission

HOLY CROSS COLLEGE OF CALINAN,INC
Davao- Bukidnon Highway, Calinan Poblacion, Davao City

January 10, 2024

Ma. Corazon C. Sunga, PhD
Principal
Holy Cross College of Calinan, Inc.

RECEIVED BY :
Christian Comorto
DATE: 01-11-2024

Dear Sister Garrote,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **THE CORRELATION OF ENTRANCE EXAMINATION AND THE ACADEMIC PERFORMANCE OF THE JUNIOR HIGH SCHOOL STUDENTS** as the major requirement in our Practical Research 1 and 2. The objective of our study is to verify any relationship between entrance examination and academic performance of Junior High School students. The result of the study will be part of our contribution to know if entrance examination results can predict future academic performance of students.

In line of this, we would like to ask your permission to use the data from the Entrance Examination results of Junior High School students of the School Year 2019-2020. At the same time, the data from the 1st quarter grades of the grade 11 students of the school year 2023-2024. Confidentiality of the information obtained is assured as there will be no other individuals who have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Raiza Jane Guerrero at raizaguerrero819@gmail.com or 09933548402

Thank you very much.

Very truly yours,

Raiza Jane Guerrero
Researcher

Mac Joseph Joromat
Researcher

Eula Aileen Luna
Researcher

Priya Wayne Duran
Researcher

Ashley Joyce Tar
Researcher

Tsin Dugaduga
Researher
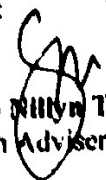
Noted by:

Ms. June Nillyn Torres
Research Adviser

Appendix 1c: Letter of Permission

HOLY CROSS COLLEGE OF CALINAN,INC
Davao- Bukidnon Highway, Calinan Poblacion, Davao City

Noted by:

Ms. June Nillyn Torres
Research Adviser

Appendix 1d: Letter for Permission

Appendix 1d: Letter of Permission

HOLY CROSS COLLEGE OF CALINAN,INC
Davao- Bukidnon Highway, Calinan Poblacion, Davao City

January 10, 2024

Ms. Merry Angel Jala
Basic Education Department Registrar
Holy Cross College of Calinan, Inc.

Dear Ma'am Jala

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **THE CORRELATION OF ENTRANCE EXAMINATION AND THE ACADEMIC PERFORMANCE OF THE JUNIOR HIGH SCHOOL STUDENTS** as the major requirement in our Practical Research 1 and 2. The objective of our study is to verify any relationship between entrance examination and academic performance of Junior High School students. The result of the study will be part of our contribution to know if entrance examination results can predict future academic performance of students.

In line of this, we would like to ask permission to get from your office the first quarter average grade of the grade 11 students, specified on the list attached, for School Year 2023-2024. Confidentiality of the information obtained is assured as there will be no other individuals who have access on them except the researchers and their research adviser, and will not be manipulated.

Raiza Jane Guerrero at raizaguerrero819@gmail.com or 09933548402
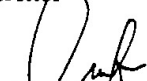
Thank you very much.

Very truly yours,

Raiza Jane Guerrero
Researcher

Mac Joseph Joromat
Researcher

Eula Aileen Luna
Researcher

Priya Wayne Duran
Researcher

Ashley Joyce Tar
Researcher

Tsin Dugaduga
Researcher

Noted by:

Ms. June Nillyn Torres
Research Adviser

Appendix 2: Raw Data

Raw Data

Number of Students	Sex of the Students	Stanine	First Quarter Grade
1	F	2	91.375
2	F	6	88.625
3	F	1	92.875
4	M	2	91.125
5	M	2	90.500
6	F	3	89.250
7	M	1	89.750
8	M	1	92.375
9	F	3	85.875
10	F	4	87.000
11	F	4	87.500
12	F	2	88.750
13	F	2	88.875
14	F	4	89.125
15	M	3	88.500
16	F	4	90.125
17	M	1	84.875
18	F	3	87.625
19	F	2	88.500
20	M	2	85.125
21	M	3	90.500
22	M	2	84.125
23	M	4	84.125
24	M	3	89.625
25	M	1	83.500
26	M	4	87.375

27	F	1	88.125
28	F	1	86.375
29	F	2	86.000
30	M	3	84.500
31	F	1	89.222
32	M	3	83.111
33	M	4	82.333
34	M	1	89.666
35	M	2	80.555
36	F	1	86.111
37	M	2	84.444
38	M	2	82.555
39	M	3	88.666
40	F	4	86.555
41	F	5	85.055
42	F	2	83.111
43	F	3	88.222
44	F	6	82.777
45	M	3	79.777
46	M	2	91.555
47	M	5	82.444
48	M	1	85.333
49	F	2	87.888
50	M	5	91.777
51	F	1	86.222

Appendix 3: Curriculum Vitae

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Mac Joseph A. Joromat

Age: 18

Date of Birth: October 1, 2005

Place of Birth: Davao City

Address: Purok 13, Fortune Village, Calinan District

> Davao City

Sex: Male

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Joseph R. Joromat Jr.   **Occupation:** Retired

Mother's Name: Carmen A. Joromat   **Occupation:** Housewife

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary:	Calinan Central Elementary School	2017-2018
Junior High School:	Holy Cross College of Calinan, Inc.	2021-2022
Senior High School:	Holy Cross College of Calinan, Inc.	2023-2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Eula Aileen D. Luna

Age: 18

Date of Birth: October 29,2005

Place of Birth: Davao City

Address: Purok 9, Cadalian, Baguio District

      Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Manuel N. Luna   **Occupation:** Farmer

Mother's Name: Helen D. Luna   **Occupation:** Self-Employed

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary:	Cadalian Elementary School	2017-2018
Junior High School:	Baguio National School of Arts and Trades	2021-2022
Senior High School:	Holy Cross College of Calinan, Inc.	2023-2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Priya Wayne B. Duran

Age: 17

Date of Birth: November 09, 2006

Place of Birth: Davao City

Address: Purok 1 Sitio Baring, Wangan, Calinan District

      Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Jayson D. Duran   **Occupation:** Carpenter

Mother's Name: Mary Joy B. Duran   **Occupation:** Teacher

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary:	Wangan Elementary School	2017-2018
Junior High School:	Wangan National High School	2021-2022
Senior High School:	Holy Cross College of Calinan, Inc.	2023-2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Ashley Joyce S. Tar

Age: 17

Date of Birth: May 22, 2006

Place of Birth: Davao City

Address: Purok African Daisy, Baguio Proper, Baguio District

Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Vicente M. Tar   **Occupation:** Government Official

Mother's Name: Marilou S. Tar   **Occupation:** Self-Employed

EDUCATIONAL BACKGROUND

	SCHOOL	SCHOOL YEAR
Elementary:	Baguio Central Elementary School	2012-2018
Junior High School:	Holy Cross College of Calinan Inc.	2018-2019
	Amigo School of Calinan, Inc.	2019-2022
Senior High School:	Holy Cross College of Calinan, Inc.	2022-2023
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Tsin D. Dugaduga

Age : 18

Date of Birth: December 18, 2005

Place of Birth: North Cotabato

Address: Lanao Kuran, Arakan, North Cotabato

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Edgar Q. Dugaduga   **Occupation:** Farmer

Mother's Name: Carmelita D. Dugaduga   **Occupation:** Housewife

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary:	Lanao Kuran Elementary School	2017-2018
Junior High School:	Calinan Lam Adventist Academy Inc.	2020-2022
Senior High School:	Holy Cross College of Calinan, Inc.	2023-2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Raiza Jane A. Guerrero

Age: 18

Date of Birth: July 23, 2005

Place of Birth: Davao City

Address: Dominga Village, Calinan District, Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Raul Guerrero   **Occupation:** Mechanical Engineer

Mother's Name: Monaliza A. Reyes   **Occupation:** Teacher

EDUCATIONAL BACKGROUND

	SCHOOL	SCHOOL YEAR
Elementary:	Calinan Central Elementary School	2012-2018
Junior High School:	Calinan National High School	2018-2019
Senior High School:	Holy Cross College of Calinan, Inc.	2022-2023
Track:	Academic Track	
Strand:	Science, Technology, Engineering and Mathematics	