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PREDICTIVE VALIDITY OF THE COGNITIVE ADMISSION MEASURES
OF SAINT PAUL COLLEGE OF DUMAGUETE

A Thesis

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Predictive Validity of the Cognitive Admission Measures of St. Paul College of Dumaguete

ABSTRACT

The primary purpose of the study is to determine the predictive validity of the cognitive admission measures used in St. Paul College, Dumaguete. A descriptive correlational research was employed to ascertain the relationship between the college academic performance (criterion) and cognitive admission measures (predictors). Cognitive admission measures considered were intellectual ability, abstract thinking, scholastic aptitude and achievement in high school. Sample of this study, included 143 college freshmen enrolled for the first and second semesters of the school year 1991-92, who had complete records. All the subjects passed the two standardized tests administered prior to their acceptance to the college. They likewise passed the National College Entrance Examination given by the government.

The descriptive correlational analysis results indicated the following: (a) The profile of the students in terms of their performance in intellectual ability, abstract thinking, scholastic aptitude and achievement in high school placed them at an average category; (b) College academic performance is related to intellectual ability, scholastic aptitude and



achievement in high school; (c) Intellectual ability is the best predictor of college academic performance and (d) Academic performance can be better predicted by the combination of intellectual ability, scholastic aptitude and achievement in high school. Based on the results of the study, the continued use of cognitive measures such as intellectual ability, scholastic aptitude and achievement in admitting students is strongly recommended.

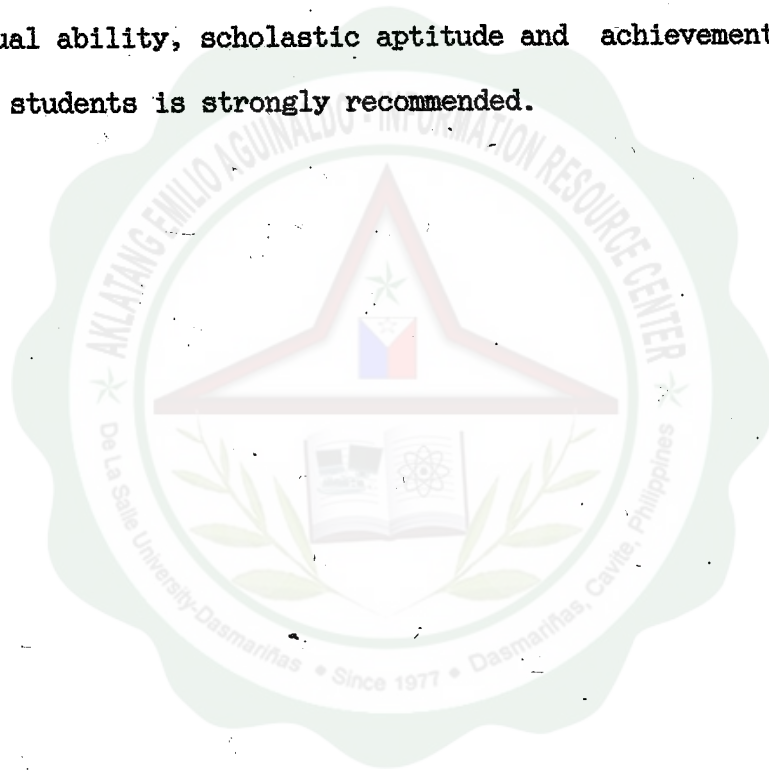


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