



De La Salle University – Dasmariñas

GRADUATE PROGRAM

**A CORRELATIONAL STUDY ON THE RESULTS OF ENTRANCE
EXAMINATION AND ACADEMIC ACHIEVEMENT OF FRESHMAN
STUDENTS IN SELECTED GENERAL EDUCATION COURSES (GEC)**

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ABSTRACT

Name of Institution: De La Salle University-Dasmariñas
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STATEMENT OF THE PROBLEM:

This study attempted to answer the following questions:

1. What are the entrance examination ratings of the freshman students of DLSU-D when grouped per college during the School Year 2001-2002?
2. What is the academic achievement vis- a-vis Grade Point Average of the respondents in related General Education Courses specifically in Mathematics, English and Science subjects when



respondents are grouped per college?

3. Are there significant differences in the entrance examination ratings of the DLSU-D freshman students when they are grouped per college?
4. Are there significant differences in academic achievements (GPA) of the respondents in Mathematics, English and Science when they are grouped per college?
5. Is there a significant correlation between the entrance examination ratings and academic achievements (GPA) of the respondents in Mathematics, English and Science subjects when grouped per college?

SCOPE AND COVERAGE:

The research aimed at ascertaining the relationship of the entrance examination ratings to the academic achievements (GPA) in the General Education Courses (GEC) of the freshman students of De La Salle University – Dasmariñas during School Year 2001-2002.

The respondents of this study were 30 percent of freshmen in colleges where there were more than 100 students and all the college freshman students in colleges with a population of less than 100 students.

The students came from the seven colleges, namely: (a) College of Liberal Arts (CLA), (b) College of Business Administration (CBA), (c) College of Education (COE), (d) College of International Hospitality



Management (CIH), (e) College of Law Enforcement Administration, and Public Safety (CLE), (f) College of Technology (COT) now College of Engineering and Technology (CET) and (g) College of Science (COS).

METHODOLOGY:

A correlational descriptive documentary analysis was used to present the relationship of the results of the entrance examination ratings and academic achievements (GPA) of freshman students in related general education courses (GEC) during the School Year 2001-2002

Statistical Packages for Social Sciences (SPSS) was used for statistical treatment.

MAJOR FINDINGS:

The salient results of this research are presented in this section based on the sequence of the problem as underscored in the first chapter of this research:

1. The Entrance Examination Ratings of Freshman Students of De La Salle University- Dasmariñas when grouped per College

1.1 Mathematics

The entrance examination ratings of the respondents in Mathematic per college shows that the respondents from the College of Science obtained a mean score of 51.08, rank 1, College of Technology (45.59), rank, 2, College of Business Administration (44.84), rank 3, College of Liberal Arts (40.60), rank 4, College of



International Hospitality Management (40.29), rank 5, The five colleges namely: College of Science, College of Technology and College of Business Administration, College of Liberal Arts, and College of International Hospitality Management got satisfactory ratings in Mathematics. The other colleges such as the College of Education (37.16), and College of Law Enforcement and Public Safety (26.86), got only fair ratings in the mathematics subject in the entrance examination.

1.2 English

The findings further revealed that the College of Science got the highest mean score of 64.96, rank 1 with a very satisfactory rating in the entrance examination in English together with the College of Liberal Arts with a mean score of 61.54, Arts (61.54), rank

While the College of Technology (58.30), rank 3, College of International Hospitality Management (57.00), rank 4, College of Business Administration (56.59), rank 5, College of Education (49.29), rank 6 and College of Law Enforcement (41.57), rank 7 got satisfactory ratings in English proficiency test.

1.3 Science

The finding revealed that the College of Science got the highest mean score of 61.33, rank 1 with a very satisfactory rating. The College of Technology obtained a mean score of 55.24, rank 2,



College of Business Administration 53.51, rank 3, College of Liberal Arts 52.19, rank 4, College of International Hospitality Management 49.75, rank 5 and College of Education 48.68, rank 6 got satisfactory ratings. On the other hand, the College of Law Enforcement 39.93, got a fair rating in the entrance examination.

2. The Academic Achievements vis-à-vis Grade Point Average of the respondents in Mathematics, English and Science Subjects:

2.1 Mathematics

The findings revealed that the College of Education got the highest academic achievements in Mathematics with a mean score of 2.16, rank 1, a good rating. The College of Science 1.66, rank 2, and the College of Liberal Arts 1.55, rank 3, with satisfactory ratings. The College of Technology 1.42, rank 4, College of Business Administration 1.32, rank 5 and College of International Hospitality Management 1.22, rank 6 with a fair rating while the College of Law Enforcement 1.04, rank 7 got the lowest GPA with a passed rating.

2.2 English

The finding revealed the College of Liberal Arts got the highest mean of 1.96, rank 1, followed by the College of Science 1.85, rank 2, College of Technology 1.70, rank 3, College of International Hospitality Management 1.69, rank 4, College of Law Enforcement 1.64, rank No. 5, College of Business Administration



1.64, rank 6 and lastly the College of Education with a mean score of 1.63. All of the colleges got satisfactory ratings.

2.3 Science

The finding revealed that the College of Science obtained a mean score of 1.99, rank 1, College of Business Administration 1.96, rank 2, College of Liberal Arts 1.68, rank 3 and College of Education 1.62, rank 4 with satisfactory ratings in the academic achievements in Science while the College of International Hospitality Management 1.38, rank 5, College of Technology 1.34, rank 6 got fair ratings in Grade Point Average and the College of Law Enforcement and Public Safety got the lowest rank 7 with a passed rating.

3. Significant Differences in the Entrance Examination Ratings of De La Salle University-Dasmariñas Freshman Students when Grouped Per College;

3.1 Mathematics

The obtained F- value of 8.541 was greater than the tabulated F-value of 2.385, which means that there were significant differences in the entrance examination ratings of De La Salle University-Dasmariñas freshman students when grouped per college in Mathematics subject.



3.2 English

The obtained F- value of 16.746 was greater than the tabulated F- value of 2.385, which means that there were significant differences in the entrance examination ratings of De La Salle University-Dasmariñas freshman students when grouped per college in English subject.

3.3 Science

The obtained F- value of 12.148 was greater than the F- tabulated value of 2.385, which means there were significant differences in the entrance examination ratings of De La Salle University-Dasmariñas freshman students in Science when grouped per college.

4. Significant differences in Academic Achievements vis-à-vis Grade Point Average of the Respondents in Mathematics, English and Science:

4.1 Mathematics

The obtained F- value of 6.794 was greater than the tabulated F-value of 2.385, meaning there were significant differences in the academic achievements or the Grade Point Average of the respondents when grouped in Mathematics per college.



4.2 English

The obtained F- value of 4.075 was greater than the tabulated F- value of 2.385, meaning there were significant differences in the academic achievements or the Grade Point Average of the respondents when grouped in English per college.

4.3 Science

The obtained F- value of 6.648 was greater than the tabulated F-value of 2.385, meaning there were significant differences in the academic achievement or the Grade Point Average of the respondents when grouped in Science per college.

5. Significant Correlation between the Entrance Examination Ratings and Academic Achievements (GPA) of the Respondents in Mathematics, English and Science when Grouped per College:

5.1 Mathematics

The obtained r- value of 0.345 was greater than the tabulated r-value of .2050 at .05 level of significance. This means that there was a significant relationship between the entrance examination ratings and the academic achievements (GPA) in the Mathematics when the respondents were grouped per college.

The finding revealed that there was a positive correlation between the entrance examination result and the academic achievement of the respondents in Mathematics when grouped



per college.

5.2 English

The obtained r- value of 0.262 was greater than the tabulated r-value of .2050 at .05 level of significance, which means there was a significant relationship between the entrance examination ratings and the academic achievements (GPA) in the English when the respondents were grouped per college.

The finding revealed that there was a positive correlation between the entrance examination result and the academic achievements (GPA) of the respondents in English when grouped per college.

5.3 Science

The obtained r- value of 0.160 was lesser than the tabulated r-value of .2050 at .05 level of significance, which means there were no significant relationship between the entrance examination ratings and the academic achievements (GPA) in the Science when the respondents were grouped per college.

The findings revealed that respondents got high entrance examination but low in the academic achievements.



CONCLUSIONS:

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

1. The College of Science and College of Technology got the highest performance entrance examination ratings in Mathematics, English and Science while College of Law Enforcement, Administration and Public Safety got the lowest performance in the said subjects.
2. The College of Education got the highest academic performance (GPA) in Mathematics, the College of Liberal Arts got the highest academic performance (GPA) in English while the College of Science got the highest academic performance (GPA) in Science.
3. There were significant differences in the entrance examination ratings in Mathematics, English and Science where the College of Science got the highest entrance examination results.
4. There were significant differences in the academic achievements (GPA) of the respondents in Mathematics, English and Science.
5. There were positive correlations between the entrance examination and academic achievements in Mathematics and English subjects.

However, correlation in Science subject was found negative.

RECOMMENDATIONS

In the light of the above findings and conclusions of the study, the following recommendations are hereby given:



1. The Admission/Institutional Testing and Evaluation Office should provide different categorizations of entrance examinations as admission criteria specifically on the general education courses that are more technical and more structured to suit the capability of the students applying in their respective fields of specialization.
2. The different academic departments in general education courses should have plans of actions to increase the teaching competencies of teachers.
3. The general education faculty should further include new teaching strategies and styles that would jibe with the learning styles of the students in order to achieve better academic performances.
4. The administration of the DLSU-D should allot additional budget to continue its support to the Admission/Institutional Testing and Evaluation office.
5. A follow-up is herein recommended based on the new grading system of the university.



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