

ABSTRACT

Author : SASIS, ANACLETA PALANCA

Title of thesis : Relationship of College Entrance Examination (CEE) and High School (HSGPA) Performance to Academic Performance of First Year Secretarial Administration Students of DLSU-Aguinaldo, Dasmariñas, Cavite

Degree : Master of Arts in Education

Specialization : Educational Management And Supervision

Date Completed : August 1993

Objectives:

General:

To investigate the relationship of college entrance examination and high school performance to academic performance of first year Secretarial Administration Students of DLSU-Aguinaldo.

Specific:

This aimed to:

1. Find out the performance in college entrance examination of the first year secretarial students of DLSU-Aguinaldo, Dasmariñas, Cavite , SY 1991-1992.
2. Find out the performance in high school of the respondents.

3. Find out the academic performance of the respondents.

4. Determine the differences in the performance in college entrance examination when the respondents are grouped according to age, family income, and parent's educational attainment.

5. Determine the differences in the performance in high school when the respondents are grouped according to age, family income, and parents' educational attainments.

6. Determine the differences in the academic performance when the respondents are grouped according age, family income, and parents educational attainment.

7. Determine the correlation between college entrance examination and academic performance of the respondents.

8. Determine the correlation between high school grade and academic performance of the respondents.

9. Determine the correlation between the weighted linear combination of entrance examination and high school grade and academic performance.

Results

1. The performance in college entrance examination of first year Secretarial administration students was above the passing mark of 20 for admission in the College of Secretarial Administration.

2. The performance in high school was satisfactory.

3. The respondents had a satisfactory performance during the first semester, second semester and in the combined first and second semesters.

4. All the demographic factors such as age, family income and parents' educational attainment are not related to their performance in their college entrance examination.

5. All the demographic factors age, family income and parents' educational attainment are not related to their performance in high school.

6. Family income is related to academic performance in the second semester. Age is not related to first semester, second semester and in the combined first and second semesters academic performance. Family income is not related to academic performance in the first semester. Parents' educational attainment is not related to first semester, second semester and in the combined first and second semesters academic

performance.

7. It was found that the variables college entrance examination and college academic performance of the respondents had moderate positive correlation. Such correlation was highly significant.

8. It was found that the two variables high school grade and academic performance in college of the respondents had moderate positive correlation. Such correlation was highly significant.

9. The weighted linear combination of high school and college entrance examination was highly correlated. Correlation of this combinations was highly significant. There were increases in correlation when linear combinations of the two predictors were used.

Conclusions

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

1. The first year in the College of Secretarial Administration doubled the passing mark in the college entrance examination.
2. The first year college students of Secretarial Administration DLSU-A, SY 1991-1992 had satisfactory high school performance.
3. They had satisfactory academic performance

during the first semester, second semester and combined semesters.

4. Family income is related to academic performance second semester. Age is not related to first, second and combined academic performance. Family income is not related to academic performance first semester. Parent's educational attainment is not related to first semester, second and combined academic performance. All the demographic factors were not related to the performance in college entrance examination and performance in high school.

5. The two variables namely: High School - GPA and CEE were predictors of academic performance in college. Those who performed high academically in these two variables were also those who performed high in college.

6. There were increases in correlation when linear combinations of predictors were used.

7. Multiple correlation was more useful in predicting college performance than using only one predictor.

Recommendations:

1. High school grade could be given higher weight in admitting students in the college of Secretarial Administration.

2. Performance in college entrance examination could be used as supplement to high school grade as basis for admission in the College of Secretarial Administration since NCEE is not a requirement in the Two-Year Secretarial course.

3. The Administrators, Guidance Counselors, Admission officer and teachers may use the results of this study in providing conditions favorable to teaching-learning aspects, improving and upgrading competencies, in guiding students performance in college, and assessing students' performance carefully, especially on giving grades to students.

4. Similar researches may be conducted/undertaken regarding the predictive validity of the HS-GPA and CEE scores and other colleges and universities to validate the generality of the findings of this study.

5. Other studies may be undertaken to enrich the present findings, the correlation of performance in college to IQ and non-intellective factors like sex, sibling positions, type of school, and parents' occupations.

Methodology:

Data Gathering:

SS: A sample population of 154 first year secretarial administration students comprising 82 percent of the total population of 188 was used. The 34 students or 18 percent of the total population were not included since they dropped/ transferred to other courses/institutions.

Instrument:

Documentary analysis of the performance rating of the first year Secretarial Administration students in the different subjects.

Mean was used to determine the average performance in high school, performance in college entrance examination and academic performance.

F-test or one way ANOVA was used to test the significance of the differences among the means.

Pearson Correlation was used to determine the relationship between two variables measured in at least on interval scale.

Multiple Correlation/Regression was used to find out the correlation between one dependent variable (Y) and the weighted sum of two independent (X and Y) variables.