

**RELATIONSHIP OF HIGH SCHOOL GRADES, NATIONAL COLLEGE
ENTRANCE EXAMINATION (NCEE), AND COLLEGE ENTRANCE
EXAMINATION (CEE) WITH THE ACADEMIC PERFORMANCE
OF THE FIRST YEAR STUDENTS OF DLSU-EAC,
SCHOOL YEAR 1991-1992**

A Thesis

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Master of Arts in Education**

by

SONIA M. ATIENZA

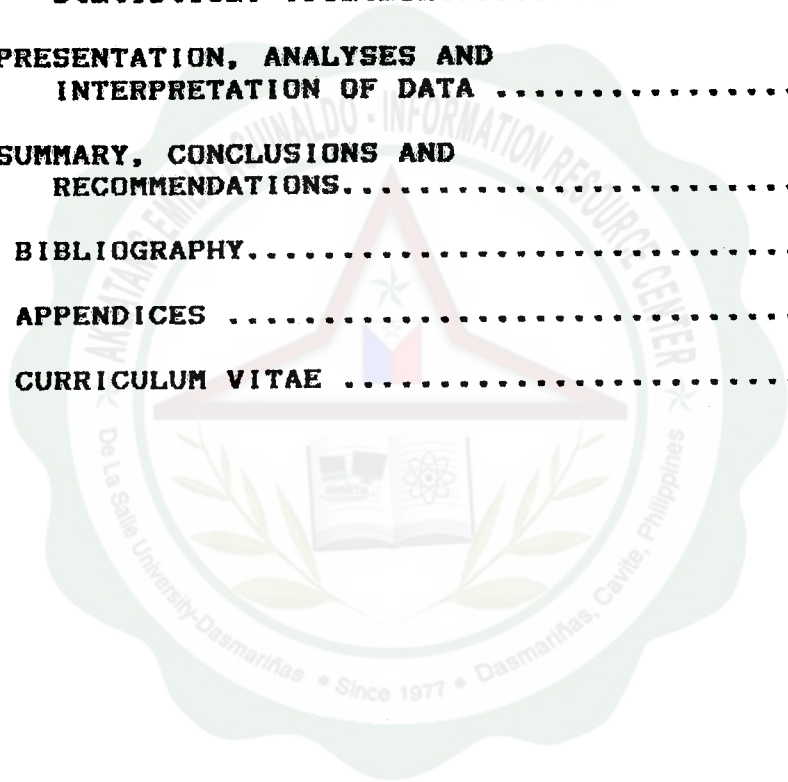
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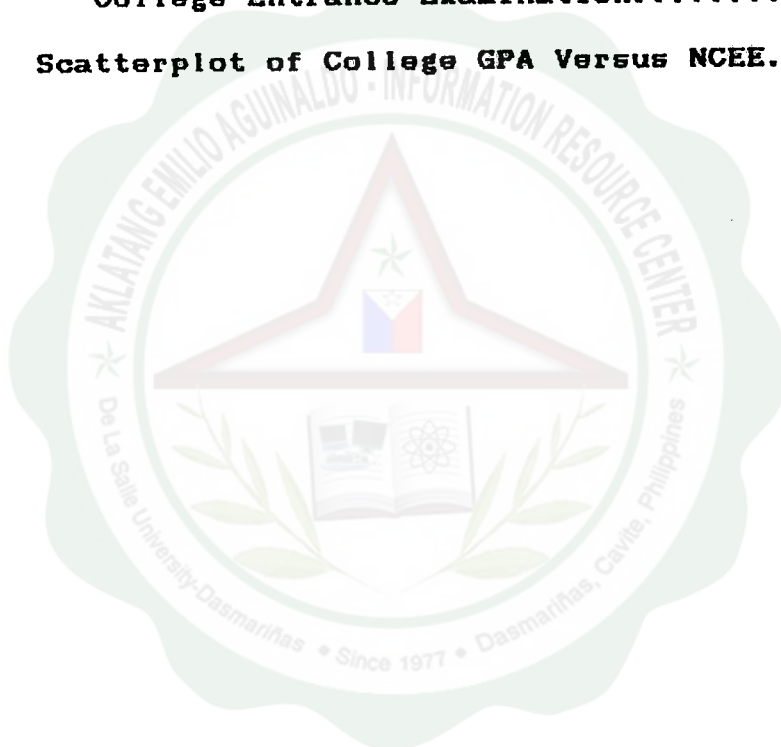


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ABSTRACT

Author : Atienza, Sonia Monzon
Title of thesis : Relationship of High School Grades, National College Entrance Examination (NCEE), and College Entrance Examination (CEE) with the Academic Performance of the First Year Students of DLSU - EAC, SY 1991 - 1992.
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Summary:

This study sought to determine if there is a relationship between high school performance and academic performance in college, college entrance examination performance and academic performance in college, performance in the NCEE and academic performance in college of first year students of De La Salle University - Emilio Aguinaldo College, school year 1991 - 1992.

Specifically, it aimed to answer the following questions:

1. What are the performances in high school, college entrance examination, and NCEE of the first year students of DLSU-EAC, SY 1991-1992?

2. What is the academic performance of the respondents in college?

3. Are there differences in high school performance, college entrance examination, and NCEE performance when the respondents are grouped according to sex?

4. Are there differences in the academic performance in college when the respondents are grouped according to sex?

5. Is there a correlation between high school performance and academic performance in college, college entrance examination performance and academic performance in college, NCEE performance and academic performance in college of the respondents?

6. Is there a correlation between combinations: NCEE/HS-GPA and academic performance (C-GPA), and CEE/HS-GPA and academic performance (C-GPA)?

The findings of this study would be of help to the following: 1) administrators, so that they may provide conditions favorable to teaching-learning aspects, 2) guidance counselors, so that they may guide students in college who are performing from what are expected based on their high school grades, college entrance examination performance, and NCEE performance, 3) teachers, so that they may assess students' performance carefully and to improve teaching strategies specifically on giving grades, 4) parents, so that they may help in making certain decisions regarding college education of their children, to

save time, energy, and money, such that the best for their children may be given, and 5) students, so that they may predict if they will succeed in college or in what course they may fit in.

Methodology:

This study utilized the descriptive survey method of research, employing a combination of correlational and documentary analysis of grades in high school, scores in the college entrance examination and scores in NCEE.

A sample population of five hundred fifteen students which comprised thirty (30) percent of the total population of one thousand seven hundred fifteen (1,715) was used.

Data Analyses:

1. The mean was used to determine the average performance in high school, college entrance examination performance, NCEE performance, and academic performance in college.

2. The standard deviation was used to further describe the amount of dispersion scatter of the students' performances in high school, CEE, NCEE and in college.

3. The t-test of independent means was used to test the significance of the differences among the means in comparing performances in high school, CEE, NCEE, and in college when the respondents were grouped according to sex.

4. The Pearson Product Moment Correlation (Pearson r) was used to determine the correlation between high school performance, NCEE performance, CEE performance with college academic performance.

5. The multiple correlation was used to find out the correlation between one dependent variable (y) and the weighted sums of the two independent variables (X_1 and X_2). The combinations correlated were NCEE/HS-GPA with academic performance (C-GPA) and CEE/HS-GPA with academic performance (C-GPA).

Findings:

1. The respondents performed on the average in high school and in college, and above average in the NCEE. For the CEE, the mean was 4.656 points above the 40 points passing mark for the Physical Therapy and Nursing, 14.656 points higher than the 30 points passing mark for Business Administration and Arts and Sciences, and 24.656 points higher than the passing mark of 20 points for all the other courses offered in the university.

2. The respondents were found to be homogeneous in terms of performance in high school, and heterogeneous in terms of CEE and the NCEE.

3. When the respondents were grouped according to sex, it was found that sex was related to high school

performance. The females performed better than the male respondents. Sex was not related to NCEE performance and college entrance examination performance. The respondents performed at the same level in terms of the CEE and the NCEE.

4. Sex was found to be related also to academic performance in college. The females performed better academically in their first year college.

5. The correlation of the three variables: the high school performance, CEE performance, and NCEE performance with college academic performance was highly significant. Those who performed high in these three variables also performed high academically in their first year college. Those who performed low in these three variables also performed low in college. The best predictor of college performance was the college entrance examination, followed by the high school performance, showing that the college entrance examination is doing what it is supposed to do which is to predict college success.

6. Correlation of the combinations NCEE/HS-GPA and C-GPA, and CEE/HS-GPA and C-GPA resulted in a higher correlation. The combination of CEE/HS-GPA correlated more than the combination of the NCEE/HS-GPA.

Recommendations:

The following are strongly recommended:

1. The high school grades must be used to supplement results of the NCEE scores.

2. The entrance examination scores of the students enrolled in college could be used as a predictor in predicting college performance and as a basis for admission. It could be maintained as a requirement for college admission.

3. The NCEE is a valid instrument for college admission and may predict performance in college. It could be maintained as a requirement for admission in college.

4. Should the NCEE be abolished, the college entrance examination could be used by the Admission Office as basis for admission since it was found to be a better predictor than the NCEE.

5. The administrators, guidance counselors, and teachers could use the results of this study in providing conditions favorable to teaching-learning aspects, improving and upgrading teacher-competencies in guiding students' performance in college, and in assessing students' performance carefully, especially on giving grades to students.

6. Similar researches may be made regarding the predictive validity of the HS-GPA and NCEE scores and other

criteria on admission in other colleges and universities to validate the generality of the findings of this study.

7. Other studies may be undertaken to enrich the present findings, which may be on the correlation of non-intellective factors like age, parents' educational attainment, sibling position, type of high school graduated, parent's occupation, and financial status.

