

Predictors of College Students' Academic Performance in the University of Eastern Philippines

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ABSTRACT

This study was conducted to determine the predictors of college students' academic performance in the University of Eastern Philippines during the school year 2011 - 2012. It was designed to answer questions on the profile of the college students in the University of Eastern Philippines in terms of their English Placement Test, OLSAT, HSGPA in English, Science and Mathematics; socio-demographic profile in terms of monthly income of parents, educational attainment of parents, and occupation of parents; type of high school attended such as private sectarian, private non-sectarian, vocational-technical1, public high school, and laboratory high school; the academic performance of the college students in the University of Eastern Philippines: the significant relationship between the predictors and the academic performance of the students and which among the predictors had the most predictive value for the college students' performance and which had the least predictive value. The major findings of the study were: On the English Placement Test, the respondents had fair performance; good in OLSAT: fair high school grade point average in English (HSGPA in English); good high school grade point average in Science (HSGPA in Science); and good high school grade point average in Mathematics (HSGPA in Mathematics). Most family income of the Php respondents belonged to income bracket of Php 5,001 to Php 10,000 and Php 5,000 below, most of them were college graduates while most of respondents' mothers were high school graduates, most of them were graduates of public high schools, majority of the respondents had good GPA. On the second year college grade point average (GPA), a majority of the respondents also got good GPA. However, there was a decline of the respondents' GPA in the third year compared to the GPA in the second year. Majority of the respondents were able to maintain good academic performance. The findings clearly suggest that high school1 academic performance of the students significantly predicted their college performance. It means that their performance in high school in terms of high school general grade point average in English, HSGPA in Science and HSGPA in Mathematics determined their college performance. The English Placement Test and OLSAT result predicting academic performance established the predictive validity of these pre-college tests. Students performing well in these two tests were expected to perform well also as college students. The results showed that the English Placement test had the most predictive value while the high school GPA in Science had the least predictive value.

Keywords: academic performance, students, predictors

1. INTRODUCTION

Educators have always been interested in determining factors that would predict academic performance. Many researchers have been conducted to ascertain these factors that affect the grades of the students, especially the college students. In educational institutions like the University of Eastern Philippines, success is measured by the students' academic performance, or how well a student meets the standards set out by the institution itself. As career competition is occurring nowadays and is growing ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments alike (Blaug, 2006).

The country today is considered as the producer of human resources or manpower." The graduates from the different colleges or universities with degrees are tackled to compete globally. Thus, proper assessment is needed. This is to properly guide them in equipping necessary knowledge.

The Philippines has long been providing basic education for all, but the quality of students going in and out of the universities continues to be in question (Meinardus, 2003). This could be attributed to their performance in different subject areas. The result of their admission tests and interviews may not have been strictly scrutinized so that proper choices of courses for the enrollees may not have also been appropriate for their aptitude and interest. Hence, this

is one problematic situation that needs to be considered by the school administrators and teachers of different secondary schools in the province as well as the University Guidance Testing Center staff to assist the entering freshman students in the admission tests and properly guide them in their course preferences.

Performance of college students in a university must be predicted. This is to give them hope for other ventures in life. The focus of most Filipinos is to be able to acquire a degree-title at college so that quality of education must be properly established. However, the Asian Development Bank Pointed out to quality issues in universities, that, quality education deteriorates because of rapid expansion of colleges and universities. The enrollees for Courses in Science, Mathematics and Engineering have a flat rating of twenty-five percent. This means that the full implementation target for the course has not been met. Accordingly, the report emphasized that in Southeast Asia, the Philippines has the most number of higher education institutions offering degree and non-degree programs.

The University of Eastern Philippines, being a comprehensive university, is composed of eight (8) colleges that need to be assessed. The target predictors in this study are the English Placement Test OLSAT (Otis Lennon School Ability Test) Grade Point Average, socio-demographic profile of the respondents and the type of High School where the students came from. It is therefore, the researcher's great interest to study on the predictors of college students' academic performance in the University of Eastern Philippines.

The study focused on the fourth year college students who were officially enrolled in the university during the school year 2011 2012 and had passed the English Placement Test, OLSAT, Science, English, and Mathematics Test subjects and those who came from different types of high schools. The descriptive research method with emphasis on correlational design and prediction was utilized in this study.

The research instruments used in this study were transcript of records, high school permanent record, English Placement Test result, and the Otis-Lennon School Ability Test (OLSAT) result. The population of this study was composed of fourth year students from different colleges in the university using the stratified sampling technique to get the appropriate sample size. The Multiple Regression was the statistical treatment of data utilized in this study.

2. Objectives of the Study

This study concentrated on the selected predictors of the college students' performance.

Specifically, this aimed to:

1. assess the profile of the college students in the University of Eastern Philippines in the following?
 - 1.1. English Placement Test
 - 1.2. OLSAT
 - 1.3. High school Grade Point Average in terms of:
 - 1.3.1. English
 - 1.3.2. Science
 - 1.3.3. Mathematics
 - 1.4. Socio-demographic profile of respondents interms of:
 - 1.4.1. Family income
 - 1.4.2. Parents ' Educational attainment
 - 1.4.3. Parents' Occupation

- 1.5. Type of High School in terms of
 - 1.5.1. Private Sectarian
 - 1.5.2. Private Non-sectarian
 - 1.5.3. Vocational –Technical
 - 1.5.4. Public High School
 - 1.5.5. Laboratory High School
2. determine the academic performance of the college students in the University of Eastern Philippines;
3. find out if there is a significant relationship between the predictors and the academic performance of the students; and,
4. ascertain which among the predictors has the most predictive value for college students' academic performance and which has the least predictive value.

3. Methodology

The study focused on the fourth year college students who were officially enrolled in the university during the school year 2011 2012 and had passed the English Placement Test, OLSAT, Science, English, and Mathematics Test subjects and those who came from different types of high schools. The descriptive research method with emphasis on correlational design and prediction was utilized in this study. The research instruments used in this study were transcript of records, high school permanent record, English Placement Test result, and the Otis-Lennon School Ability Test (OLSAT) result. The population of this study was composed of fourth year students from different colleges in the university using the stratified sampling technique to get the appropriate sample size. The Multiple Regression was the statistical treatment of data utilized in this study.

4. Results and Discussion

Profile of the Respondents in the English Placement Test

The students' profile on the English Placement Test categorized into five ranges. Table 1.1 shows the English Placement Test Scores of the respondents. Data showed that out of 312 respondents, one (1) respondent or 3 percent obtained score from 71 - 80 five (5) or 1.6 percent from 51 - 60 81 or 26.0 percent from 41 - 50; 140 or 44.9 percent from 31 40; and 85 or 27.2 percent less than 30. It can be gleaned that the respondents had fair performance in the English Placement Test which means that they also had fair background of the subject in their secondary education.

Table 1.1: English Placement Test Scores of the Respondent

English Placement Test Scores	Frequency	Percent
74 - 80	1	3
51- 60	5	1.6
41 -50	81	26.0
31 -40	140	44.9
Less than 30	85	27.2
Total	312	100.0

Profile of the Respondents in OLSAT

Table 1.2 presents the frequency and percentage distribution of the respondents' OLSAT Percentile Rank. One hundred thirty (130) respondents or 41.7 percent obtained percentile rank from 51- 60; 83 or 26.6 percent, 61-70;44 or 14.1 percent, 41 50; 37 or 11.9 percent, 71- 80, 9 or 2.9 percent, above 80; 6 or 1.9 percent, 31 - 40 and 3 or 1.0 percent obtained less than 30 percentile rank. The indicated that most of the respondents obtained good percentile rank which could be attributed to their desire data to pursue college education.

Table 1.2: OLSAT Percentile Rank of the Respondents

OLSAT Percentile Rank	Frequency	Percent
Above 80	9	2.9
71 - 80	37	11.9
61 70	83	26.6
51 - 60	130	41.7
41 - 50	44	14.1
31 - 40	6	1.9
Less than 30	853	1.0
Total	312	100.0

Profile of the Respondents in terms of HSPGA in English, HSGPA in Science and HSGPA in Mathematics

Table 1.3 shows the High School Grade Point Average (HSGPA) in English, Science and Mathematics. In English Placement Test out of 312 respondents, 122 or 39.1 percent got fair high school GPA; 121 or 38.8 good 42 or 13.5 percent very good; 24 or 7.7 poor; and 3 or 1.0 excellent. This finding conforms to the performance of the respondents in the English Placement Test which generally had fair performance.

The High School Grade Point Average in Science appeared in this table that 132 respondents had good GPA; 113 or 36.2 had fair; 35 or 11.2 percent were very 113 good; and 32 or 10.3 percent were poor. It can be deduced that most of the respondents showed enthusiasm in learning Science; however, some did not perform well as indicated by Science; the number of students who got poor GPA. In the High School Grade Point Average in Mathematics, the data showed that 119 respondents or 38.1 percent obtained good GPA; 114 or 36.5 percent, fair; 42 or 13.5 percent, poor; 36 or 11.5, very good; and one (1) or .3 percent got an excellent GPA. This means that the respondents also had good background in Mathematics.

Table 1.3: High School Grade Point Average

High School Grade Point Average	English		Science		Mathematics	
	f	%	f	%	f	%
	Excellent	3	1	0	0	1
Very Good	42	13.5	35	11.2	36	11.5
Good	121	38.8	132	42.3	119	38.1
Fair	122	19.1	113	36.2	112	36.5
Poor	24	7.7	32	10.3	42	13.5
Total	312	100.0	312	100.0	312	100.0

Sociodemographic Profile of the Respondents in terms of Family Income, Parents' Educational Attainment and Parents Occupation

Table 1.4.1 reveals the monthly family income of the respondents. As revealed in these data, most of the respondents' monthly family income belonged to the bracket Php 5,001 10,000 as indicated by 117 respondents; 52 or 16.7 percent, Php 25,001-above; 44 or 14.1 percent, Php 15,001 20,000; 39 or 12.5 percent, Php 10, 001 15,000; 32 or 10.3 percent, Php 20,000- 25,000; and 28 or 9.0, Php 5,000-below. This is an indication that the respondents opted to enroll in the University of Eastern Philippines practically for economic reason, particularly 7 those with family income of 5,001 10,000 and 5,000 below.

Table 1.4.1: Monthly Family Income of the Respondents

Monthly Family Income	Frequency	Percent
25,0001 above	52	16.7
20,001 – 25, 000	32	10.3
15,000 – 20,000	44	14.1
10,001 – 15,000	39	12.5
5,001 – 10,000	117	37.5
5,000 below	28	9.0
Total	312	100.0

Table 1.4.2 shows the parents' educational attainment of the respondents. It appeared that most of the respondents' fathers were college graduates as indicated by 78 respondents or 25.0 percent; 59 or 18.9 percent high school level fathers; 55 or 17.6 percent, high school graduates; 49 or 15.7 percent, elementary graduates; 26 or 8.3 percent elementary level; and three (3) or 10 percent, Master's degree holders. The data signify that the fathers being mostly college graduates and college level could assist their children in their academic school activities, hence, most of the respondents had good GPA in the three tool subjects.

The educational attainment of the respondents' mothers as shown in these data were mostly high school graduates as indicated by 98 respondents or 31.4 percent; 74 or 23.7 percent, college graduates; 63 or 20.2 percent, college level; 42 or 13.5 percent, high school level; 21 or 6.7 percent, elementary graduates; ten (10) or 3.2 percent, elementary level; two (2) or percent, M.A. graduates; one (1) or percent had Ph.D. units. It indicates and the mothers being mostly educated properly guided that their children particularly in academic activities; therefore, it was a vital factor for the respondents in obtaining good high school GPA.

Table 1.4.2: Educational Attainment of the Respondents' Parents

Educational Attainment of the Respondents' Parents	Father		Mother	
	f	%	f	%
PhD Units	0	0	1	.3
MA Graduate	3	1.0	2	.6
MA Units	0	0	1	.3
College Graduate	78	25.0	74	23.7
College Level	42	13.5	63	20.2
HS Graduate	55	17.6	98	31.4
HS Level	59	18.9	42	13.5
Elem. Graduate	49	15.7	21	6.7
Elem. Level	26	8.3	10	3.2
Total	312	100.0	312	100.0

Table 1.4.3 shows the occupation of the respondents' parents.

It is shown in Table 1.4.3 that the topmost occupation of the respondents' fathers was self-employed as indicated by 224 respondents or 72 percent; government employee was second as indicated by 82 respondents or 26 percent and third was elected official as indicated by two (2) third was by respondents or .65 percent, OFW as indicated by two (2) respondents or .6 percent This finding revealed that all of the respondents' fathers had occupation they could support the financial needs of the respondents particularly those that pertain to academic requirements in their respective classes.

The occupation of respondents' mothers revealed that a majority of them were housekeepers as indicated by 205 respondents or 65 percent; government employees were second as indicated by 31 respondents or 9.9 percent; and third were teachers as indicated by 29 respondents or 9.3

This finding also revealed that all of the respondents' mothers had occupation; hence, they could support the financial needs of their children such as those that concern expenses required in a particular subject.

Table 1.4.3: Occupation of the Respondents Parents

Occupation of the Respondents' Parents	Father		Mother	
	f	%	f	%
Self-employed	224	72	29	9
Elected Official	2	.6	6	2
Government Official	82	26	73	23
OFW	2	.6	1	.3
Domestic Helper	2	.6	203	65
Total	312	100.0	312	100.0

Profile Graduated of the Respondents in terms on the Type of High School Graduated from

Table 1.5 shows the type of high school where the respondents graduated from. A majority of the respondents were graduates of public high schools as indicated by respondents or 55.1 percent; 75 or 24.0 from vocational-technical high schools; 32 or 10.3 percent from private sectarian high schools; 21 or 6.7 percent from laboratory high schools; and 12 or 3.8 percent from private non-sectarian high schools. It suggests that the type of high school where the respondents graduated from contributed much to the knowledge and skills of the respondents, hence, they were able to obtain good GPA.

Table 1.5: Type of High School Graduated from

Type of High School Graduated from	Frequency	Percent
Laboratory High School	21	6.7
Public High School	172	55.1
Vocational-Technical	75	24.0
Private Non-Sectarian	12	3.8
Private Sectarian	32	10.3
Total	312	100.0

Academic Performance of the Respondents

Table 2.1 contains the first year college grade average (GPA) of the respondents. A majority of the respondents had good GPA as indicated by 154 respondent or 49.4 percent; 101 or 32.4 percent, fair; and 50 18.3 fair; and 57 or percent, very good. It clearly shows that the respondents had good academic training in high school and may have also been attributed to their proper study habits.

Table 2.1: First Year College Academic Performance of the Respondents

First Year College GPA	Frequency	Percent
Very Good	57	8.3
Good	154	49.4
Fair	101	32.4
Total	312	100.0

Table 2.2 shows the second year grade point average (GPA) of the respondents. The data indicated that 181 respondents or 58.0 had good GPA; 67 or 21.5 percent, fair; 55 or 17.6 percent very good; seven (7) good seven (7) or 2.2 fair: and two (2) or .6 percent, excellent. This means that the respondents improved respondents improved their

academic performance in their sophomore year and would also mean that they were becoming more diligent in their stay.

Table 2.2: Second Year College Academic Performance of the Respondents

Second Year College GPA	Frequency	Percent
Excellent	2	.6
Very Good	55	17.6
Good	181	58.4
Fair	67	21.5
Passed	7	2.2
Total	312	100.0

Table 2.3 presents the third year grade point average (GPA) of the respondents. There was a decline in the third year GPA compared to their sophomore GPA. It could be due to fact that the higher year level the students are, the more academic activities are to best tackled, and most likely the subjects have become more difficult aside from the time pressure they would face to hurdle all1 these things.

Table 2.3: Third Year College Academic Performance of Respondents

Third Year College GPA	Frequency	Percent
Excellent	2	.6
Very Good	59	18.9
Good	157	50.3
Fair	80	25.6
Passed	14	4.5
Total	312	100.0

Table 3 reveals the academic performance of respondents. A majority of the respondents were good as indicated by 172 respondents or 55.1 percent 54 or 17.3 very good; and 86 or 27.6 percent, fair. In percent, very general, it revealed that the respondents were able to maintain their good academic performance.

Table 3: Academic Performance of the Respondents

Academic Performance	Frequency	Percent
Very Good	54	17.3
Good	172	55.1
Fair	86	27.6
Total	312	100.0

Test of Relationship between Profile and Academic Performance of the Students

As shown in Table 4, the multiple regression analysis was used to determine the predictive function of the students English placement score, OLSAT percentile rank, high school GPAS in English, Science, and Mathematics, family income, educational attainment and occupation of parents, and type of high school where the students. Through this statistical tool, the dependent and independent variables having through the multiple Coefficient of correlation could be determined whether or not they could predict the academic achievement of college students. The result of the analysis showed that the overall relationship was moderate (R=.637).

The R-square value of 0.405 means that 40.5 percent of the variance in the students' academic performance can be attributed to the predictor variables in this study. Furthermore, the analysis of variance resulted to an F-variance value of 22.802 with a significant value of 0.000 which is less than the 0.05 alpha level. Therefore, the null hypothesis was rejected which means that generally, there was a significant relationship between the profile and

academic performance. Specifically, beta coefficients show that English placement ($\beta = -0.125$, sig. = 0.014), OLSAT score ($\beta = -0.118$, sig. = 0.000), high school GPA- English ($\beta = -0.098$, sig. = 0.001), high school GPA-Science ($\beta = 0.088$, sig. = 0.037), and high school GPA-Math ($\beta = -0.1111$, sig. = 0.021) significantly predicted student's academic performance. Monthly family income, educational attainment of parents and the type of high school where the student graduated did not show relationship with academic performance. These findings clearly suggest that high school academic performance of the students significantly predicted their college performance. It means that their performance in high school high school general grade point average in English, HSGPA in Science and HSGPA in the Mathematics determine their college performance. On the other hand, The English Placement Test and OLSAT result predicting academic performance established the predictive validity of these pre-college tests. Students performing well in these two tests are expected to perform well also as college students.

As shown on the table in multiple regression, the computed F-value was 22.80 percent which suggests that there are five (5) predictors of college performance out of the total independent variables having a pooled substantive relationship of R .637 with a coefficient of determination of $R^2 = .405$ or 40 percent of the variance of the independent variable of college academic performance. This coefficient of determination also indicates that there are still .60 or 60 percent of the independent variables were still considered as predictors of college performance but were not included in this study and therefore still researchable.

These findings further showed that the English Placement test had the most predictive value while the high school GPA in Science had the least predictive value. This indicates that both English and Science subjects affected the academic performance of the fourth year college students, therefore, these subjects should be given more emphasis in classroom instruction for the improvement of the academic performance of the students.

This further indicates that since the independent predictive variables English Placement Test, OLSAT Score, High School Grade Point Average in English, Science and Mathematics were significantly related to the academic performance, these should be well-looked into by the colleges/departments in the University upon admission of entering freshman students to achieve very good academic performance.

These findings confirmed the contention of TobogbanuaRodriguez, Borja, Roque and Bisquera, that high school average, scores in the mental ability test (OLSAT) and the scores in the English Placement Test were the most appropriate predictors of academic performance.

These findings also strengthen the contention of Domingo and Hena that the type of high school attended showed a negligible relationship with the performance of the students in college, family income and educational the attainment of the parents neither did not come out as predictors of these variables.

Table 4: Multiple Regression Analysis of the Profile of the Respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 ^a	.405	.388	.22292

ANOVA						
Model		Sum of Square	df	Mean Square	F	Sign.
1	Regression	10.198	9	1.133	22.802	.000 ^a
	Residual	14.958	301	.050		
	Total	25.156	310			

Coefficients				
Model		Unstandardized Coefficients		
		B	Std. Error	Sig.
1	(Constant)	5.142	.327	.000
	ENGLISH PLACEMENT	-.125	.002	.014
	OLSAT SCORE	-.118	.002	.000
	HIGH SCHOOL GPA – ENGLISH	-.098	.005	.001
	HIGH SCHOOL GPA – SCIENCE	-.088	.006	.037
	HIGH SCHOOL GPA – MATH	-.111	.005	.021
	MONTHLY FAMILY INCOME	.434	.014	.751
	FATHER EDUCATIONAL ATTAINMENT	.015	.013	.259
	MOTHER EDUCATIONAL ATTAINMENT	-.007	.015	.640
	TYPE OF HIGH SCHOOL GRADUATED FROM	-.007	.012	.587

Dependent Variable: ACADEMIC PERFORMANCEE

5. Conclusions

Based on the findings of this study, the following conclusions and implications were drawn:

The respondents' fair performance in English Placement Test is an indication that they have fair background in high school English subject. This implies that as far as language learning

is concerned the students have not mastered the language skills they should have mastered at their level. Such fair performance may be enhanced at the collegiate level considering that they have the potentials to perform better or excel in this subject.

The respondents' higher OLSAT result is an indication that the students have strong background¹ for the OLSAT that mental development. This is indicative of the mental readiness of the students for college education. This is also reflective of their potential to grow and develop their learning in aspects that call for general mental aptitude.

The fair high school GPA in English of the respondents conforms to their fair performance level in English Placement Test showing strong relationships between HSGPA in English and English Placement Test. It implies that the EPT is a reliable instrument in determining the students' English proficiency.

The good level of high school grade point average (GPA) of the respondents in Science and Mathematics was an indication that they have a good exposure to these two subjects in their secondary education. It implies the relatedness of the two subjects and the skills in which these subjects demand upon the students. This is also reflective of the focus that the high schools give to the development of the students' performance in Science and Mathematics.

The family income of the respondents is an indication that they opted to enroll in the University of Eastern Philippines practically for economic reason. This will encourage more students to enroll in the University whose families have lower income.

On the educational attainment of respondents' fathers, the data signified that the fathers being mostly college graduates and college level could assist graduates and guide their children in their academic school activities; hence most of the respondents have good GPA in the three tool of subjects.

On educational attainment, the mothers being mostly educated properly guided their children particularly in educated academic activities; therefore, it is a vital factor for the respondents in obtaining good high school GPA.

The type of high school where the respondents graduated from contributed much to their knowledge and to their knowledge and skills hence, they were able to obtain good GPA. This good GPA. This implies that most of the respondents opted to study in public high schools for economic reason but acquired good academic performance.

The respondents were presumed to have good academic training in high school as well as the study habits; therefore they are able to obtain good GPA in first year college. It is presumed that they can cope well with academic activities in the collegiate level. The high school academic foundation of the respondents have a bearing on how they perform in the present academic setting.

The respondents' good GPA in second year college showed that there is improvement in their academic performance in their sophomore year and would also mean that they have become more diligent in their study. It also reflects the students being able to adjust to the rigors of the academic work.

The decline in the third year GPA of the respondents could be due to the fact that the higher year level the students are, the more academic activities are to be tackled, and most likely the subjects have become more difficult aside from the time pressure they would face to hurdle all these things.

It is likewise concluded that the fourth year college students are able to maintain their good academic performance. This implies that their good academic training in high school and

Competent teaching of their instructors/professors in college have contributed to their good academic performance.

This implies further that preparedness to tackle the academic work is something that is founded by their high school¹ education.

Of all the assumed predictors only English placement, OLSAT score, high school GPA-English, high school GPA-Science and high school GPA-Math significantly predicted student's academic performance. This implies that these variables are reflective of their being reflective of their good predictors of the students' academic performance that those who performed well in these aspects are really good students who possess the skills acquired in their academic work.

From among the significant variables included in this study, English Placement Test has the most predictive value on college performance followed by OLSAT score, HSGPA in Mathematics, HSGPA in English and HSGPA in Science respectively. This indicates that any student who performs well in the above predictors is also likely to perform well in college given the proper study habits, motivation to do well and the interplay of other factors that make up the good learning environment.

6. Recommendations

In the light of the findings of the study, the following recommendations are forwarded:

1. The English Placement test, OLSAT, and interview should be continuously administered in state universities and colleges as a means of qualifying the entering freshman students who can cope with the academic activities in the tertiary education interview should be led by the guidance counselor or language teachers to detect the oral language proficiency of the entering college freshmen.
2. College faculty and department chairs should give genuine assistance to the students in classroom instruction and other related tasks to equip them with sufficient knowledge and skills in the respective courses and productively put into practice in their future professional endeavor.
3. High school teachers should endeavor more to improve their teaching competencies particularly in Science and Mathematics through whatever means possible since these subjects can contribute significantly to college performance. These high schools should solicit assistance from the extension services of the University which can provide facilities to upgrade instruction and enhance the capabilities and Competencies of teachers such as the conduct of seminar-workshops in their respective schools, invitation during science month celebration for them to see the exhibit and laboratory equipment that they can adopt in their respective classes.
4. High school grades should be fully utilized in the selection process of entering freshman students to maintain academic standards set by the different colleges in the University.
5. For a world class competency, it is recommended to all higher education institutions to escalate the passing score from 30 to 40 in English Placement Test, OLSAT

from 55 to 65 percentile rank, HSGPA in English, Science and Mathematics must be 85 or higher.

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6. The students should be encouraged to pursue tertiary education regardless of monthly family income, parents educational attainment, type of high school graduated from, since these variables do not necessarily affect the academic performance as confirmed in this study.

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7. Courses requiring board examinations must admit students with high scores or ratings in the variables which came out as predictors of college performance in this study to ensure high passing rate.

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8. Other researches may be conducted involving other factors which might affect the academic performance of the students such as teacher factor, level of students 'interests and other non-intellective factors.

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