The Academic Performance of the College Students in the University of Eastern Philippines

Fe S. Andarino

Faculty, UEP Laboratory High School, University of Eastern Philippines, Catarman, Northern Samar

IJTSRD27939

ABSTRACT

This study was conducted to determine the Academic Performance of college students' in the University of Eastern Philippines during the school year 2011 - 2012. Specifically, determined the academic performance of the college students in the University of Eastern Philippines: find out 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 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 researches 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. determine the academic performance of the college students in the University of Eastern Philippines;
2. find out if there is a significant relationship between the predictors and the academic performance of the students; and,
3. 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.

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 5 O 18.3 fair; and 57 or percent, very 9ood. 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 1ikely 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 (β= -0. 125, sig. =0.014), OLSAT score (β= -0. 118, sig. = 0.000),high school GPA- English (β = -0.098, sig.=0.001), high school GPA-Science (β =0.088, sig=0. 037), and high school GPA-Math (β = -0.1111, sig.0.021) significantly predicted student's academic

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 respective performance 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 Tobogbanua Rodriguez, 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				
		Unstandardized Coefficients		
Model		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				

4. 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 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 al1 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 1ikely 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.

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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

6. References
[1] Meinardus, Ronald. "The Crisis of Public Education in the Philippines." Philippine Journal on Liberal Perspectives on Philippine Education. June 30. 2003.

[2] Mittanck, Robert Gene. The Relationship of Selected Non- Cognitive Variables to Academic Performance in Black College Students." Dissertation Abstract International, vol. 96 No. 5 2000 p.766-A

[3] Naderi, H., Abdullah, R.& Sharir, J. "Intelligence and Gender as Predictors of Academic Performance Among Undergraduate Students." European Journal of Social Sciences, Vol 7 2008

[4] Darling, N. ERIC Clearinghouse on Elementary and Early Childhood Education.

[5] Flook, Liza. Classroom Social Experiences as Predictors of Academic Performance. Developmental Psychology. American Psychological Association.

[6] Hamid, Tengku Aizan. "Intelligence and Gender as Predictors of Academic achievement Among Undergraduate

[7] Students." Institute of Gerontology, University Putra Malaysia

[8] Green, Kathryn. Test of English Language Development (TELD)." Rancho Santiago Community College District, California State University. www.calstate.edu., 2002

[9] Deary I. J. "Intelligence and Educational Achievement". European Journal of Social Sciences vol.7, 2007

[10] Ediseth A. The Relationship between Intelligence Approaches to Learning and Academic Achievement." Scandinavian Journal of Educational Research 2002

[11] Aquinas, Bro. Thomas. Academic Achievement of Indian, Adolescents and its Correlates." Unpublished Master's Thesis DLSU, 1999

[12] Bartolome, C. The Relationship of certain variables to academic performance among UP High School freshmen."Unpublished Master's Thesis, Up, QC. 2000.

[13] Bisquera, Natividad P. "An Analysis of High Grades, OLSAT and Selected Non-Intellective Factors as Predictors of College Performance of the 1st Semester 2004-2005Freshmen Students of Arellano University. "Unpublished Dissertation, Arellano University, Manila, 2006.

[14] Borja, Ludivinia C. High School Grade Point Average,Admission Test, and the Academic Performance of the Pamantasan ng Lungsod ng ng Maynila Students."Unpublished Dissertation, CEU, Manila 2000.

[15] Burton Kimberly Smith. The Effects of Multiple of Teaching Strategy on the Academic Intelligence of Eighth Grade English Students."Thesis, University of Kansas, 2008.

[16] Carino-Ongan, F. Learning Stylesof Criminology Students and Academic Performance in English." Unpublished Master's Thesis, Baguio Colleges Foundation Baguio City, 2008.

[17] Farooq, Amber. Effect of Emotional Intelligence on Academic Performance." Unpublished Dissertation, University of Karachi, Pakistan, 2003.

[18] Gerada, Edgardo P. Predictors of AHSE Freshmen Students' Academic Performance in General and Inorganic Chemistry in Three Private Schools in Iloilo City."Unpublished Master's Thesis, University of San Agustin, Iloilo City, 2003

[19] Hena, Lilia J. Selected Predictors of College Students' Academic Performance in the University of Eastern Philippines." Unpublished Thesis, University of Eastern Philippines, 1992

[20] Karemera, David et al. The Effects of Academic Environment and Background Characteristics on Student Satisfaction Performance: The Case of South Carolina State University, School of Business." South Carolina State University, 2009

[21] Lustro, Louie L. "The Effect of Pop Music in the Academic Achievement of Grade TWO Pupils in Valenzuela District Two." Unpublished Master's Thesis's, Philippine College of Health and Sciences, 2006