

Scholastic Ability and Achievement as Predictors of College Performance among Selected Second Year College Students at University of Perpetual Help System DALTA, Calamba

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Abstract : The study determined the predictors of college performance of 2nd Yr students of UPHSD-Calamba. This quantitative study conducted a survey using the Scholastic Abilities Test for Adults (SATA), and the retrieval of entrance examinations results and current General Weighted Average (GWA) of the 242 randomly selected respondents. The mean, Pearson r and multiple regression analyses through SPSS revealed that students are capable of verbal, non-verbal and quantitative reasoning, reading vocabulary, comprehension, math calculation, and writing mechanics but have difficulty in math application and writing composition. The study found out the Scholastic Ability and Achievement, except in mathematics, are significantly related to college performance. It concludes that students with high ability and achievement may perform better in college. However, only English subset results in the entrance exam predicts the academic success of students in college while SATA and Math entrance exam results do not. The study recommends providing pre-college Math and Writing courses as requisites in college. It also suggests implementing formative curriculum-based enhancement programs on specific priority areas, profiling programs towards informed individual academic decision-making, revising the Entrance Examinations, monitoring the development of the students, and exploring other predictors of college academic performance such as non-cognitive factors.

Keywords : scholastic ability, scholastic achievement, entrance exam, college performance

Conference Title : ICAH 2016 : International Conference on Arts and Humanities

Conference Location : Singapore, Singapore

Conference Dates : March 03-04, 2016