

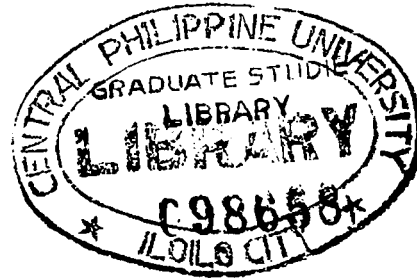
**ADMISSION REQUIREMENTS AS PREDICTORS
OF ACADEMIC PERFORMANCE
OF CPUDHS FRESHMEN**

A RESEARCH STUDY

Presented to

The Members of the University Research Center

CENTRAL PHILIPPINE UNIVERSITY



by

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A B S T R A C T**ADMISSION REQUIREMENTS AS PREDICTORS
OF ACADEMIC PERFORMANCE
OF CPUDHS FRESHMEN****by****JESSICA M. GARGANTIEL**

The study was designed to determine the predictive ability of admission requirements on academic performance of Central Philippine University Development High School (CPUDHS) freshmen in 1999, 2000 and 2001.

The subjects of this study were 280 randomly selected high school freshmen who were officially enrolled at CPUDHS in 1999-2001 and have complete data needed in the study. The said data were collected, coded, encoded and analyzed by computer using the Statistical Package for the Social sciences (SPSS) for Windows program.

Three levels of analysis were employed: the descriptive analysis, the correlational analysis and the regression analysis.

The findings of the study indicate that there is a significant high positive correlation between First Year Final Grade in English and the seven predictor variables combined. They also show a substantial positive correlation between First Year Final Grade in Mathematics and Science (as criterion variables) and the seven predictor variables combined. Moreover, a significant moderate positive correlation is shown between First Year Weighted Average and the seven predictor variables combined.

On the basis of the findings of this study, it seems reasonable to conclude that admission test scores and Grade VI grades combined may reliably predict performance in First Year Final Grade in English. Moreover, the seven independent variables combined may also be reasonably accurate in predicting performance in First Year Final Grade in Mathematics and Science; however, they may not be reasonably accurate when used in predicting First Year Weighted Average. The seven predictor variables combined may not be a highly reliable measure for screening entering high school freshmen because the amount of variance still left unexplained registers as follows: 77.8 percent in First Year Weighted Average, 53.5 percent in First Year Final Grade in Science, 53.4 percent in First Year Final Grade in Mathematics and 36.2 percent in First Year Final Grade in English thus, other factors not included in the study need to be explored.