

Correlational study on entrance exam results of bachelor in elementary education freshman students

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ABSTRACT

This study focuses on the senior high school general weighted average and the entrance exam results to determine whether there is a relationship between the variables at X-Community College. The study uses correlational design, the most suitable type of research methodology, and it focuses on the verbal and non-verbal portions of the Otis-Lennon School Ability Test (OLSAT).

The findings show that females between the ages of seventeen and eighteen (17–18) and HUMMS strand graduates make up the majority of BEED freshmen in 2021–2022. According to the results, the majority of the students earned GWAs of 90 to 100 (90-100) and 85 to 90 (85-90), while only a small number of them earned GWAs of 80 to 84 (80-84) and 46.34 percent (46.34%) of

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them earned ratings of Below Average and Low Average. Only two-point forty-four percent (2.44%) of the respondents received a High Average rating score on their college entrance exam results, compared to four-point eighty-eight percent (4.88%) of them who had an Average rating score. It revealed that the mean increases in the senior high school GWA and the scores on college

entrance exams have only a weakly favorable link. It has been determined that there is little correlation between senior high school GWA and the outcomes of the entrance exams. The general weighted average has no consequence on or impact on their general weighted average, the statement emphasizes.

Keywords: OLSAT, Verbal, Non-Verbal, Correlational Study, Community College

INTRODUCTION

Elementary education is the first rung of our educational system's ladder. No school can function without primary instructors for this reason. Our first instructors, friends, philosophers, facilitators, and guides are elementary school teachers. Every fundamental concept in education and life is taught to us by our primary school teachers. Without them, the entire system of education will fail (Lu, 2022).

Furthermore, Nair (2022) asserts that "Education is a key factor in the development of a country. It seems that elementary school teachers are extremely important not just for society but for the entire world in general. If the youth of a society are educated, a future is born. In this sense, we cannot simply ignore the important matters that call for thorough consideration, especially if we are talking about the future.

SHS, which is a component of the K–12 Basic Curriculum, was created in accordance with the Commission of Higher Education (CHED) curriculum, which is the overseer of college and university education in the Philippines. The K to 12 basic education programs guarantees that you will have the necessary information, abilities, and competencies by the time you graduate from senior high school (The K to 12 basic education programs, n.d.).

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Additionally, a 2015 study found that the best predictor of academic achievement is still academic performance, which is still measured using the ordinal scale of the general weighted average. Based on their GWA, students are frequently classified as high achievers, average students, and low achievers (Magpily, M. P., & Mercado, J.).

However, it was discovered that certain students majoring in general education at the nearby Madridejos Community College do poorly on the college entrance exam in 2021–2022. The fact that the school employs the Otis-Lennon School Ability Test Level G (OLSAT), a test created by Pearson, a renowned publisher of educational materials, is even more shocking because it is meant to evaluate a high school student's natural abilities and aptitude for applying to higher-level or advanced courses.

The majority of freshman students' senior high school general weighted averages (GWA) are numerically very different from their entrance exam results, which has increased the researchers' interest in doing the study. Since they considered these two variables to be worrying, they decided to undertake this study to see if there is a correlation between the freshmen students' senior high school GWA and their college admission exam results.

This study aimed to determine the correlation between the senior high school general weighted average and the college entrance exam results of Bachelor of Elementary Education freshmen students, academic year 2021-2022. Specifically, this study sought to answer the following questions: what is the demographic profile of the BEED freshmen students in terms of: age, sex, and strand in senior high school; what are the findings of BEED freshmen students' senior high school general weighted average and college entrance exam results; and what is the correlation between the college entrance exam and the general weighted average in senior high school among BEED freshmen students.

METHODOLOGY

The correlational research design was used by the researchers in this study. A non-experimental style of quantitative study known as correlational research examines connections between two variables (or more) without the researcher altering or modifying any of them. This study gathers

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numerical information that can be used to analyze the data and make statistical inferences about the target population. 2022) (Bhandari, P. The strength and direction of the relationships between the variables covered in this study are evident.

RESULTS AND DISCUSSIONS

This chapter includes the findings, analysis and interpretation of data gathered by the researchers based on the results from the data gathered.

Table 1. Demographic Profile of BEED Freshmen Students

Profile of BEED Freshmen Students	Frequency	Percent
Age		
17 - 18	29	70.73%
19 - 20	10	24.39%
21 - up	2	4.88%
Sex		
Male	4	9.76%
Female	37	90.24%
Strand		
STEM	1	2.44%
HUMMS	21	51.22%
GAS	12	29.27%
TVL	7	17.07%
TOTAL:	41	100%

Table 1 shows the demographic profile of the BEED freshmen students containing the age, sex and strand in Senior High School. Of the forty-one (41) respondents, twenty-nine (29) or seventy-three percent (70.73%) have an age of seventeen to eighteen (17-18). Ten (10) or twenty-four-point three nine percent (24.39%) have an age of nineteen to twenty (19-20) years of

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age, and only two (2) or four-point eighty-eight percent (4.88%) students are 21 and up. It reveals that the majority of them are under the age of seventeen to eighteen (17–18), which is not very concerning given that a freshman in college is often between these two ages. However, for those who take a gap period between high school and attending college, a freshman could be older than that, according to Jordan, A. (2023).

Ninety-point-two-four percent (90.24%) of them are females, and only nine point-seven-six percent (9.76%) are males. It shows that there are few males enrolled in this field, which is not new given that Philippine society appears to perceive elementary teacher education and elementary teaching as fields for females. As mentioned by Regalado (2017), census data show that more women are enrolled in education courses and there are more female teachers. She cited that specifically in the culled data for the school year 2008-2009, there were 89.58% females and only 10.42% males in the occupation of elementary teaching, which is very close to the result of this study. In addition, even in the research of Ensoy and Lavega (2015), results showed that more female students were attracted to teaching profession.

Finally, twenty-one (21) or fifty-one-point twenty-two percent (51.22%) of BEED freshmen students came from the HUMMS strand in senior high school. Twelve (12) or twenty-nine-point two seven percent (29.27%) of them took the General Academic Strand (GAS), while seven (7) or seventeen-point zero seven percent (17.07%) took the TVL strand, and only one (1) or two-point forty-four percent (2.44%) of them came from the STEM strand.

The outcome shows that HUMMS strand graduates make up the majority of BEED freshman in 2021–2022. This is understandable given that this strand was designed for students interested in pursuing degrees in education and other specialized fields. According to the Official Gazette of the Republic of the Philippines, Senior High School is a two-year program of specialized upper secondary education; students can choose a specialization based on aptitude, interests, and school capacity. The subjects a student will take in Grades 11 and 12 will depend on the professional track they choose. The GAS Strand comes in second place, which is understandable given that it is intended for students who wish to pursue a college major in education as well as undecided students, according to Isagani Cruz (2015). Additionally, because they did not take the introductory courses for either of the two strands, students who took the GAS will not be able to

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enroll in a college program related to the other strands, such as Science, Technology, Engineering, and Mathematics (STEM) or Accountancy, Business, and Management (ABM). Finally, there were two more strands that made up 19.44% of the enrollment but were relatively unconnected to the course. As a result, career counseling is crucial in helping kids decide which senior high school track they are most enthusiastic about pursuing as a college degree.

Table 2. General Weighted Average and College Entrance Exam Results of BEED Freshmen Students

Academic Profile	Frequency	Percentage
*SHS GWA		
90 - 100	22	54%
85 - 90	14	34%
80-84	5	12%
75-79	0	0%
below 75	0	0%
**College Entrance Exam Results (Raw Score)		
68.5 above	0	0
54.73-68.4	0	0
42.49-54.72	1	2.44%
28.09-42.48	2	4.88%
15.85-28.08	19	46.34%
2.89-15.84	19	46.34%
below 2.89	0	0
TOTAL:	41	100%

Legend

Descriptors	Grading Scale	Descriptors	Grading Scale
Outstanding	90-100*	Superior	68.5 above** (96 th percentile and above)
Very Satisfactory	85-89	Above Average	54.73-68.4 (77 th to 95 th)

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				percentile)
Satisfactory	80-84	High Average	42.49- 54.72	(60 th to 76 th percentile)
Fairly Satisfactory	75-79	Average	28.09-42.48	(40 th to 59 th percentile)
Did Not Meet Expectations	Below 75	Low Average	15.85-28.08	(23 rd to 39 th percentile)
		Below Average	2.89-15.84	(5 th to 22 nd percentile)
		Low	below 2.89	(4 th percentile lower)

Table 2 shows the Senior High School General Weighted Average and College Entrance Exam Results of BEED Freshmen Students. Based on the findings, most of the students obtained a GWA of ninety to one hundred (90-100) and eighty-five to ninety (85-90) while only a few of them garnered a GWA of eighty to eighty-four (80-84) and forty-six-point three four percent (46.34%) of them obtained a rating score of Below Average and Low Average. Four-point eighty-eight percent (4.88%) of them got an Average rating score while only two-point forty-four percent (2.44%) of the respondents gained a High Average rating score. In the research study entitled *Academic Performance during COVID 19 Pandemic and its relationship with demographic factors* in 2022, it was found out that most students showed an improvement in their academic average during the quarantine period. Also, according to Philippine E-Journals Vol. No 1 (2013), the OLSAT were found to be well distributed in terms of its level of difficulty. It tested the academic intelligence of the students and there were questions to be identified as very difficult.

Table 3. Correlation between the College Entrance Exam and the General Weighted Average in Senior High School

Academic Profile	N	MEAN GAIN	SD	r	Interpretation	Legend:
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Senior High School General Weighted Average	41	89	3.94	0.403	Low positive relationship	0.90 to 1.00 (-0.90 to -1.00) Very high positive (negative) relationship
College Entrance Exam Scores	41	17.86	6.54			

- 0.70 to 0.89 (-0.70 to -0.89) High positive (negative) relationship
- 0.50 to 0.69 (-0.50 to -0.69) - Moderate positive (negative) relationship
- 0.30 to 0.49 (-0.30 to -0.49) - Low positive (negative) relationship
- 0.00 to 0.29 (0.00 to -0.29) - Negligible relationship

Based on the table 3 above, the mean gain in the Senior High School General Weighted Average was eighty- nine (89), a standard deviation of three point nine four (3.94) and r of zero point four zero three (0.403) while the College Entrance Exam Scores had a mean gain of seventeen point eight six (17.86), a standard deviation of six point five four (6.54) and r of zero point four zero three (0.403). It showed that there is low positive correlation between the mean gains in the Senior High School General Weighted Average (GWA) and College Entrance Exam Scores. It implies that there is a low positive correlation, it means that there is no bearing on the grades obtained in college entrance exam results to their GWA in senior high school. This is supported by the study of Rhey L. Dizon, Jamera S. Calbi, Jipie S. Cuyos and Dr. Marilyn Miranda, their scatter plot of GWA and the Entrance Exam Result (Figure 3) revealed a positive relationship between the students’ entrance exam result with their accumulated GWA.

CONCLUSION

It has been determined that there is little correlation between senior high school GWA and the outcomes of the entrance exams. The general weighted average has no consequence on or impact on their general weighted average, the statement emphasizes.

ACKNOWLEDGMENT

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