

Intellective Determinants of Academic Performance of Pre-Service Teachers

Nora V. Marasigan

Associate Professor, College of Teacher Education, Batangas State University JPLPC-Malvar, Philippines

Corresponding author E-mail: yayi_marasigan@yahoo.com; noramarasigan0414@gmail.com

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Abstract: The extent of student's learning in academics may be determined by the grades a student earns for a period of learning that has been done. It is believed that a grade is a primary indicator of such learning. Hence, this study determined the intellective determinants of academic performance of pre-service teachers at Batangas State University Malvar Campus. Specifically, it intended to answer the following questions: what is the profile of the subjects in terms of high school average and entrance examination result; How do the subjects perform academically?; Is there a significant relationship between the subjects' profile and their academic performance?; and, What is the implication of the findings of this study to the admission policy of the College of Teacher Education?.

The study revealed that the relationship between the students' high school average and their academic performance is insignificant. However, there is a significant relationship between the entrance examination result and their academic performance. This means that the college entrance examination test is a determinant of the students' academic performance.

Based on the conclusions that were drawn from the study, the researcher suggested that the admission test which is given to prospective applicants must be subjected to continuous evaluation to keep abreast with the latest developments in the field of education. The administration should give emphasis on the admission test most especially in College of Teacher Education to ensure that only those who have the qualities of future educators will be accepted and thereby better prepared to face the challenges of teaching profession. In line with this, Classification test should also be given and they need to pass that examination before they are accepted in their majors. Lastly, further research to explore other possible variables that may relate to students' academic performance may be conducted.

Keywords: Intellective Determinants, Academic Performance, Pre-service Teachers.

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Introduction

The basis for any true development must commence with the development of human resources. This is because the development of any nation or community depends largely on the quality of education of such nation. It is said that formal education remains the vehicle for developmental aspects of any society.

The function of education is both social and individual. Its social function is to help each individual become more effective member of society by passing along to him the collective experiences of the past and the present. Its individual function is to enable him to lead a more satisfying and productive life by preparing him to handle new experience successfully.

Students are individuals who accumulate knowledge with the help of the teachers. The learning experiences accumulated in school serve as their bridge to overcome life's circumstances and eventually become more effective members of the society. Basically, students encounter a lot of experiences from the time they enter college until they finish the degree.

In the Batangas State University system, the quality of students' inputs is considered. This is why college entrance test or admission test is given in screening prospective applicants for admission in any college. The main goal of the test is to identify among thousands of applicants' potentialities for the academic work.

The increase in enrollment at Batangas State University Malvar Campus particularly in the College of Teacher Education led to the competitive admission of students. The College of Teacher Education adheres to the belief that choosing Education as a profession is one big decision an adolescent could ever make for this entails an obligation (Marasigan, 2019). Because of the need to make Batangas State University a center of higher standard of education in all levels, the admission for better selection of students became an important tool.

Admission tests were believed to have the ability to evaluate and foretell a students' performance in subjects such as English, Mathematics, and Science. Therefore, this also has the ability to foretell the performance of a student in a specific education program. It is a common observation that students' performance in a course is predicted well by their entrance examination scores. Broken down into separate factors, the scores in mathematics, science and reading are highly significant explanatory variables. These factors affirm the importance of factors associated with the student's innate characteristics.

The extent of student's learning in academics may be determined by the grades a student earns for a period of learning that has been done. It is believed that a grade is a primary indicator of such learning. If a learner earns high grades it is concluded that he may also have learned a lot while low grades indicate lesser learning. However, many experiences and studies found out that there were also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been interplay of so many factors such as gender, IQ, study habits, age, year level, parent's educational attainment, social status, number of siblings, birth order and others. In fact, almost all of existing environmental and personal factors are a variable of academic performance. With all these, the researcher would like to investigate the possible relationship of some variables to the academic achievement of pre-service teachers from the College of Teacher Education of Batangas State University JPLPC-Malvar. The investigation on this area thus becomes a real and compelling motivation for the researcher to conduct this study.

Objective of the Study

This study determined the intellectual determinants of academic performance of teacher education freshmen at Batangas State University Malvar Campus. Specifically, it intended to answer the following questions: what is the profile of the subjects in terms of high school

average and entrance examination result; How do the subjects perform academically?; Is there a significant relationship between the subjects' profile and their academic performance?; and, What is the implication of the findings of this study to the admission policy of the College of Teacher Education?

Methodology

The study aimed to gather data on the profile of the subjects, which were first year college students enrolled in BatStateU JPLPC-Malvar, College of Teacher Education, and their academic performance. The researcher prepared a letter asking permission from the Head of Testing and Admission Office to furnish her a copy of the result of the subjects' admission test. Similarly, another letter was presented to the Associate Dean of the College of Teacher Education to have a printed copy of all the subjects' final grades during the First Semester to get their General Weighted Average. The researcher used a descriptive method of research to evaluate the variables which were the students' high school grade and their actual result from the admission test. The high school grades were interpreted as follows:

Grade	Interpretation
88 – 93	Above Average
82 – 87	Average
76 – 81	Below Average

Similarly, the General Weighted Average of the subjects during the First Semester of Academic Year 2015-2016 was also used and was interpreted as follows:

Grade	Interpretation
88 – 92	Above Average
83 – 87	Average

The data gathered were treated using frequency and percentage, and using the Chi-Square to determine the relationship between variables. To facilitate the computation of data, the MINITAB Statistical Software was utilized.

Results and Discussion

This part of the study determined the profile of the subjects in terms of high school average and entrance examination results. The data were presented using frequency and percentage.

1. Profile of the Subjects

In determining the connection between the profile and academic performance, two areas of the subjects' profile were utilized. These were high school average and Entrance Examination Results.

1.1 High School Average

In determining the high school average of the subjects, the frequency and percentage was utilized.

Table 1. Subjects' High School Average

High School Average	Frequency	Percentage
Above Average (88-93)	8	23
Average (82-87)	22	63
Below average (76-81)	5	14
Total	35	100

It can be concluded that majority of pre-service teachers had a high school average of 82-87 interpreted as average. This implies that most of the subjects had average performance during their high school days.

1.2 Entrance Examination Result

In determining the entrance examination result of the subjects, the frequency and percentage was utilized. The number of the students were tabulated and summarized in the table.

Table 2. Subjects' Entrance Examination Result

Entrance Examination Result	Frequency	Percentage
90-96	8	23
82-89	18	51
75-81	9	26
Total	35	100

It can be concluded that majority of pre-service teachers got a rating of 82%-89%. This implies that most of the subjects had average performance in the entrance examination.

Tables 1 and 2 have notably indicated similarity in the sense that majority of the subjects belonged to the middle category of each profile.

2. Academic Performance of the Subjects

In analyzing and grouping the academic performance of the subjects, the researcher used the frequency and percentage distribution.

Table 3. Subjects' Academic Performance

Academic Performance	Frequency	Percentage
Above Average (88-92)	19	54
Average (83-87)	16	46
Total	35	100

Table 3 shows that majority of the subjects have above average performance during the First Semester. This implies that the subjects did well not only in their academic subjects but in non-academics as well. Raudenbush (2005) stated in his study that grade retention has been controversial for many years, and current calls to end social promotion have lent new urgency to this issue. Since the retention policy is being implemented in the College of Teacher Education, this may be the reason why there are more above average students than average students. They became particular with the grade requirements in order to survive until the finish the degree.

3. Relationship between the Subjects' Profile and their Academic Performance

This presents the chi-square test of independence of the subjects' high school average, entrance examination result and their academic performance.

It includes the comparison of computed chi-square value to that of tabular value at 0.05 level of significance.

Table 4. Relationship of the Subjects' Profile and their Academic Performance

Variables	Computed Value	Tabular Value	Decision (Ho)	Interpretation
High School Grade and Academic Performance	4.409	5.991	Accept	Not Significant
Entrance Examination Result and Academic Performance	8.241	5.991	Reject	Significant

This shows that there is no significant relationship between the high school grade and academic performance. It confirms that the high school average is not related to their academic performance. Furthermore, this table also shows that there is a significant relationship between entrance examination results and academic performance. It confirms that entrance examination result affects the academic performance of the respondents. This means that the aforementioned variables are the predictors of the subjects' academic performance. This result may be attributed to the fact that entrance examination is one of the determining factors to the academic achievement of the students.

This result conforms to the result of Tuason's study (2000) where there was positive correlation between the entrance examination and the academic achievement of his subjects but this is in contrast with the study of Young (2001) who found no significant relationship between entrance examination and the grade point average of her subjects. In addition, this clearly showed that entrance examination is important to determine success and failure in their academic performance in college. Arnigo (2001) supported the maintaining of high quality of education as the foremost goal of any educational system. One way of responding to these was to devise an appropriate measure to determine the academic excellence of the students. He referred to the admission test given annually to all incoming freshmen students.

4. Implication of the Findings to the Admission Policy of the College of Teacher Education

The result of the study shows that the high school grade does not necessarily predict the academic performance of the students. On the other hand, the entrance examination result of the students could somehow give an idea of how they would perform in all the courses. The result of this study also implies that Testing Admission Office should continue to choose or design a universally accepted aptitude test for those students who will pursue Teacher Education so that the best among them will be selected. Thus, an above average or outstanding as level of performance can be expected from the students as far as the academic subjects are concerned when they are already part of the Teacher Education Program.

Since the entrance examination result of the subjects is related to their academic performance, the Department through the Program Chair could somehow arrange with the Head of Testing and Admission Office regarding the matter. With the collaborative efforts of the two offices, the ultimate goal of the University could be best achieved.

Finally, the result of this study implies the cooperation of three parties: the students, Testing Admission Office and the College of Teacher Education. The success and attainment of the University would only be possible through their collaborative effort.

Conclusion and Recommendation

The study revealed that the relationship between the students' high school average and their academic performance is insignificant. However, there is a significant relationship between the entrance examination result and their academic performance. This means that the college entrance examination test is a determinant of the students' academic performance. Based on the conclusions that were drawn from the study, the researchers suggested that the admission test which is given to prospective applicants must be subjected to continuous evaluation to keep abreast with the latest developments in the field of education. The administration should give emphasis on the admission test most especially in College of Teacher Education to ensure that only those who have the qualities of future educators will be accepted and thereby better prepared to face the challenges of teaching profession. In line with this, Classification test should also be given and they need to pass that examination before they are accepted in their majors. Lastly, further research to explore other possible variables that may relate to students' academic performance may be conducted.

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