CORRELATION OF THE HIGH SCHOOL AVERAGE GRADE, COLLEGE ACADEMIC PERFORMACE, AND CLINICAL PERFORMANCE OF BSU BSN BATCH 2012

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ABSTRACT

This study was conducted to find out the correlation of high school academic grade and college performance of the Benguet State University College of Nursing Batch 2012. Specifically, it aimed to determine if there is a correlation between the college academic performance, clinical performance, and high school average grade based on the type of school the respondents have graduated from, which are Private-Urban, Public-Rural, Private-Rural, Public-Urban. Moreover, it is intended to find the relationship between the number of failing students and type of school they graduated from in high school.

Using the correlation research method, the study focused on the original BSU-BSN Batch 2012. The Pearson's Product-Moment of Correlation Coefficient was the main statistical tool used.

Results revealed that high school average grade has a correlation on the college academic performance, clinical performance, and general weighted average of the students. The high school average grades should be considered upon admission of freshmen student nurses; and failure in college does not have a relationship with the type of school graduated from.

Based on the conclusions, it is recommended, that high school academic performance be among the determining factors for admission in higher institution, for it can predict the college performance of a student. The type of high school does not affect the students' college performance, therefore, students should try their best during basic education to help them in pursuing their college career and job opportunities. For future researches, studies on factors affecting failed students in college may be conducted and to study other batches of the college may also be considered. Lastly, further researches on factors affecting the performance of students upon entering college may be studied.

Keywords: Correlation, High School Average Grade (HSAG), College Academic Performance (CAP), College Clinical Performance (CCP), General Weighted Average (GWA)

INTRODUCTION

College academic performance refers to the grades of the students in all subjects except Physical Education (PE), National Service Training Program (NSTP) and Related Learning Experiences (RLE). On the other hand, college clinical performance involves the students' grades in RLE or on the job trainings. Meanwhile, General Weighted Average (GWA) refers to the grades of the students in all subjects except PE and NSTP, but this time including RLE grades.

Academic performance in college is far more brain-challenging, time consuming and physically demanding than high school. In the society labelling schools is not a common either you're from a public or private and rural school or from the country side, each of these schools possess advantage and disadvantages.

Furthermore, one study states that the location of schools relates to academic performance of students in Ekiti State of Nigeria between 1990 and 1997. The study has proven that students in urban areas had better academic achievement than their rural counterpart (Owoeye, 2011).

The new Philippine Nursing Act signed on October 21, 2002, known as the Republic Act No. 9173 or "Philippine Nursing Act of 2002," in Article V, Section 25. Nursing Education Program states that the nursing education program shall provide sound general and professional foundation for the practice of nursing. The learning experiences shall adhere strictly to specific requirements embodied in the prescribed curriculum as promulgated by the Commission on Higher Education's (CHED) policies and standards of nursing education.

There are many factors relating to the performance of a student in the class. Boclongan *et al*. (2007) states that though IQ scores are generally strongly correlated to academic achievement, they alone are not the best predictors of academic success.

Many factors, including personality traits and environmental influences, play an important role in academic achievement and success.The study determined the correlation between the students' academic performance in high school and academic and clinical performance in college. BSN Batch 2012 was used as the population of the study because they are the first batch of the new and improved curriculum of the nursing schools given by the CHED, under which BSN has additional three summer classes to accommodate the corresponding 28 new units, and RLE described as the internship or the hands-on learning education of all nursing students prior to graduation.

METHODOLOGY

The correlation research method was utilized. The correlation research method is a type of research where the researcher examines the strength of relationship between variables by determining how changes in one variable are associated with changes in another variable.

The study was conducted at the Benguet State University- College of Nursing located at Km. 5, La Trinidad, Benguet and focused on the original BSU-BSN Batch 2012 consisting 79 students currently enrolled, 19 student-failures, and one student who transferred but will not be treated statistically.

The secondary data on clinical and academic grades and the high school average grades were taken from the files of Ms. Jonalyn S. Esco, adviser of BSU-BSN Batch 2012.

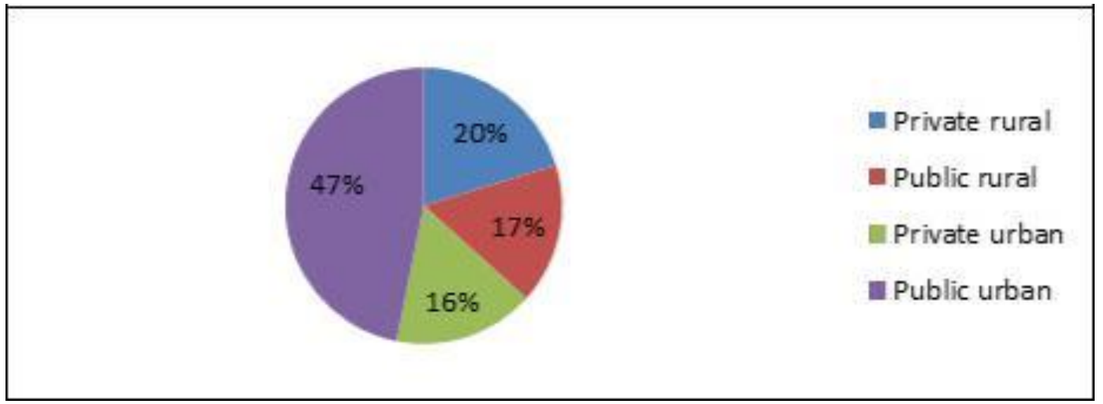

Figure.1. Population of the respondents based on the school graduated from

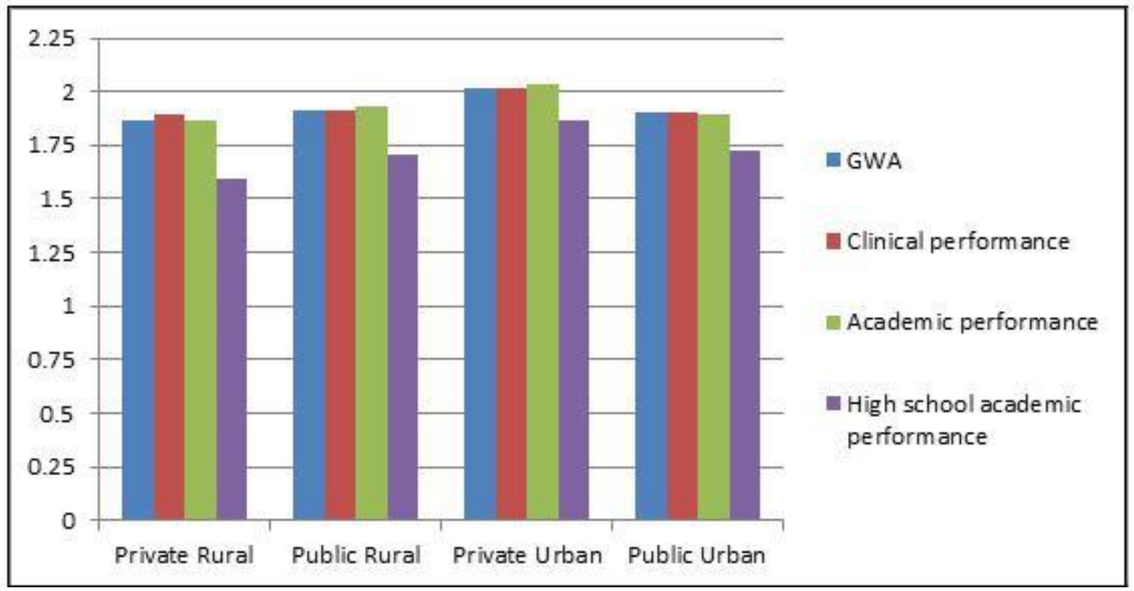

Figure.2. Comparison between the HSAG, CCP average, CAP average and the GWA

RESULTS AND DISCUSSION

Correlation between the HSAG and CAP

Table 1 presents the correlation between the high school average grade and college academic performance of BSU BSN Batch 2012.

In summary, the observed value (r) for the entire population determined using the Pearson Product-Moment of Correlation or simply Pearson (r) was 0.49. This value corresponds to a low positive correlation under the range of values for the interpretation of the Pearson (r). Since the value is positive, then there is a direct link between the two variables.

This means that a high HSAG minimally guarantees a high CAP and a low HSAG is likely to obtain the lowest in CAP.

Thus, to validate the significance, computed value of 4.93 is compared against the tabular value which is 1.9985. This indicates that such correlation is significant since the computed value is higher than the positive tabular value.

Therefore, the hypothesis, that there is no significant correlation between HSAG and CAP is rejected the hypothesis. This result further implies that HSAG can affect the individual's college academic performance.

American College Testing (ACT) research shows that academic achievement in high school is a strong predictor of college degree attainment. It also shows that high school students who are ready for the academic challenges of college are more likely to complete a college degree.

The use of high school grade is a good predictor in the first year of college. Grades are too good starting place for helping students evaluate their strengths and weaknesses. However, there is no guarantee t since the correlation is low.

As stated by de Guzman (1991), grades may be affected by bias and the grading system used by each school. Likewise, HSAG is not only the lone factor for academic success, so the students also need to work harder and strive more.

Further, HSAG minimally affects the CAP and other factors may have a greater bearing like one's

determination, effective study habits, and efficient time management.

Correlation between the HSAG and CCP

Table 2 shows the correlation of the high school performance and the clinical performance of BSU BSN batch 2012. The observed value (r) for the entire population determined using the Pearson-product moment correlation coefficient was 0.23, which shows that there is a significant correlation between the two variables. The value corresponds to a negligible positive correlation under the range of values for the interpretation of the Pearson (r).

The overall values imply that high school average grade has a very minimal relationship with the college clinical performance of the student.

This finding further indicates that if a student had high grades in high school, the possibility of good or better performance in clinical practice is higher.

Based on Table 2, the overall t computed value was 2.13 with its corresponding tabular value at 1.9885. Since the t computed value is greater than the tabular value; the interpretation is significant. Hence, the hypothesis that there is no significant correlation between their high school academic grade and their

Table 1. Correlation between the HSAG and CAP

Type of School	Correlation (r)	Computed Value (tc)	Table Value ($t_{\alpha=.05}$)	Descriptive Interpretation	Degree of Correlation
Private-Urban	-0.14	-0.47	-2.201	Not Significant	Low positive correlation
Public-Urban	0.61	4.53	2.0325	Significant	Moderately positive correlation
Private Rural	0.33	1.3	2.145	Not Significant	Low positive correlation
Public-Rural	0.43	1.58	2.201	Not Significant	Low positive correlation
Overall	**0.49**	**4.93**	**1.9985**	**Significant**	**Low positive correlation**

Table 2. Correlation between HSAG and CCP

Type of School	Correlation (r)	Computed Value (tc)	Table Value ($t_{\alpha=.05}$)	Descriptive Interpretation	Degree of Correlation
Private-Urban	-0.248	-0.86	-2.201	Not Significant	Negligible negative correlation
Public-Urban	0.65	5.08	2.0325	Significant	Moderately positive correlation
Private Rural	0.25	0.997	2.145	Not Significant	Negligible positive correlation
Public-Rural	0.45	1.67	2.201	Not Significant	Low positive correlation
Overall	**0.461**	**4.55**	**1.9885**	**Significant**	**Low positive correlation**

college clinical performance based on their type of schools they graduated from is rejected.

Correlation between the HSAG and GWA

Table 3 presents the correlation between college general weighted average grade and high school academic grade.

As to its overall result, Pearson product moment or Pearson (r)was applied and indicated the value of 0.461 with the descriptive interpretation of low positive correlation.

which exceeds its tabular value of 1.9885.

This result indicates significance; thus, the hypothesis that there is no significant correlation between the high school average grade and the college general weighted average based on the type of school they had graduated from was rejected.

Relationship of Failed Students and the Type of School Graduated From

Based on the results obtained, it implies that failures do not have any relationship to the type of school they have graduated from in high school. Moreover, there are many factors to consider in students' failure in college some of these are homesickness,educational burnout, academic unpreparedness, personal or family issues, financial constraints, too much fun but not enough education, setting sight on the wrong major, no guidance or lack of support from parents and other

Table 3. Correlation between the HSAG and GWA

Type of School	Correlation (r)	Computed Value (tc)	Table Value ($t_{\alpha=.05}$)	Descriptive Interpretation	Degree of Correlation
Private-Urban	-0.31	-1.14	-2.201	Not Significant	Low negative correlation
Public-Urban	0.34	2.27	2.0325	Significant	Low positive correlation
Private Rural	0.04	0.15	2.145	Not Significant	Negligible positive correlation
Public-Rural	0.28	0.97	2.201	Not Significant	Negligible positive correlation
Overall	**0.23**	**2.13**	**1.9885**	**Significant**	**Negligible positive correlation**

Relationship between the HSAG, CAP, CCP

Table 4. Relationship between the HSAG, CAP, CCP

	Mean	Z-computed value(z_c)	z-Table value(z_α)	Descriptive Interpretation
HSAG	1.72			
CAP	1.92	11.38	1	Significant
CCP	1.91			

Table 5. Comparison of the failed students

Type of School	T- Computed Value (t_c)	T- Table Value ($t_{\alpha=.05}$)	Result of Test
Public vs Private	0.29	2.11	Not Significant
Rural vs Urban	0.21	2.11	Not Significant
Private urban vs rural	0.85	2.365	Not Significant
Public urban vs rural	0.47	2.306	Not Significant

people, and external demands, particularly within part time or full time employment.

In the factors stated above, the most common are the wrong choice of major leading to lack of interest, financial problems and inability to adapt correctly.

Therefore, the result implies that there is no significant relationship between the number of failed students and the type of school they have graduated from their secondary education.

CONCLUSIONS AND RECOMMENDATIONS

The research was conducted to investigate the correlation between the students' academic performance in high school and academic and clinical performance at the College of Nursing Batch 2012 in BSU and to determine the relationship between the number of students who failed and the type of school they had graduated from. The entire population of Batch 2012 served as the subjects because they are the first batch of the new and improved curriculum of the nursing schools as prescribed by the Commission on Higher Education (CHED).

The study determined the association between college academic performance, college clinical performance, and the general weighted average of the subjects in high school.

The correlation research, Pearson's moment coefficient, to find the significant relationship of the presented variables; the ANOVA in determining the relationship between the number of failed students and the type of school they have graduated from; and the t-test to find out the relationship between the variables were utilized.The findings of the study indicate that the high school average grade as a correlation with the college academic and clinical performance, and the general weighted average.

The results were interpreted as low positive correlation and these variables reflect the students' college performance. The high school average grade affects the students' college performance. Lastly, failure in college does not have any relationship with the type of school they have graduated from their secondary education.

Whereupon, it can be concluded that the high school average grade affects the college academic performance of the students, the clinical performance of a student in college, the general weighted average of the students and the students' academic and clinical performance in college. Failure in college has no relationship with the type of school graduated from high school.

Based on the conclusions, the following are suggested:

1. Students should do their best while they are in high school because this will somehow help them in attaining a high performance in college.

2. College administrators must consider high school average grade of the incoming freshmen because it affects the students' college clinical performance.

3. The students should try their best as early as high school or even in earlier stages because it will help them in pursuing their college career and job opportunities.

4. Since failure in college is not caused by the lack of preparation in high school, for the future researches, the study on the factors that affect the failure of students in college may be conducted.

5. Further studies on the factors affecting the performance of the students as they enter the college need to be conducted.

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