

THE INFLUENCE OF THE STUDENTS' SCHOLASTIC ABILITIES ON THEIR PERFORMANCE IN THE BOARD EXAMINATION

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Abstract

The major problem of this study was to determine the influence of students' scholastic abilities on students' performance in board examination. The study made use of the descriptive-correlational method of research in which standardized instruments were the primary data gathering tool. The respondents of the study were selected graduate school students from a private Catholic university in Malolos. The data were presented using tables and the results of the study were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The study revealed the students' academic performance in the following categories: (1) Verbal Reasoning - 8.36 (average); (2) Non-Verbal Reasoning - 14.65 (superior); (3) Reading Vocabulary - 10.80 (average); (4) Reading Comprehension-16.20 (superior); and (5) Math Application - 9.77 (average). Moreover, the results of students' performance in board examination showed that 80% were satisfactory and 20% were very satisfactory. The findings of the study indicated that students' scholastic abilities bore no significant effect on students' performance in board examination when considering the joint effects of all variables on scholastic abilities.

Keywords: Student, Scholastic Abilities, Board Examination, Academic Performance, Graduate School Program.

Introduction

Guidance and Counseling is a profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping a certain individual maximized its potentials to the fullest in accordance with their abilities, interests and needs. It includes functions such as counseling subjects, particularly subjects given in the licensure examinations, and other human development services (Tuason, et. al, 2012).

Counselors must navigate societal stigmas regarding the need for mental health assistance and widespread ignorance of the field; they also advocate for mental health and resilience in difficult life circumstances (Tuliao, 2014). The functions of a guidance counselor are the following; (1) counseling, (2) psychological testing, (3) learning and study orientation, (4) research, placement, (5) referral and group processes, and (6) teaching guidance and counseling courses.

The most significant development in Philippine counseling is the Guidance and Counseling Act of 2004 (Republic Act No.9258). The Act was intended to professionalize the practice of guidance and counseling and to create the Professional Regulatory Board of Guidance and Counseling, which is under the administrative control and supervision of the Professional Regulatory Commission. Prior to 2004, mental health workers did not need a license to practice nor was there a regulatory board to ensure adequate training and

ethical practice (Puig, et.al, 2014).

Scholastic abilities are brain-based skills, which an individual need to carry out any task from the simplest to the most complex. It is somehow related to the mechanisms of how an individual learn, remember, problem-solve, and pay attention, rather than with any actual knowledge. For instance, answering the telephone involves perception- hearing the ring tone, decision taking- answering or not, motor skill- lifting the receiver, language skills- talking and understanding language, social skills- interpreting tone of voice and interacting properly with another human being (Gottfredson as cited on Volodina, 2015).

Several studies in literature regarding influences on success in board examinations point to scholastic abilities and personal dispositions such as critical thinking and problem-solving skills (Kaddoura, Van Dyke, & Yang, 2017) and grit and persistence (Ray & Brown, 2015; Miller-Matero et al., 2018; Palisoc et al. 2017) as contributory factors.

On a study conducted by Duhaylongsod, et. al. (2018), it was revealed that scholastic abilities does not significantly affects the board examination performance of the students, instead maintaining shared values of respect and trust in the classroom are considered helpful for the not for the preparation on board examination.

It is deemed necessary to conduct a study that will determine the relationship between scholastic

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abilities of the students and their performance in board examination.

The findings of the study can help institutions identify the scholastic ability profile and the academic profile of graduate school students. More specifically, the present study can help prescribe insights that would improve the profile of students, which is seen to be beneficial for the institution and students.

Statement of The Problem

The present study aims to determine relationship between students' scholastic ability and students' performance in board examination. The study also aims to answer the following specific questions.

1. What is the level of students' scholastic ability?
 - 1.1. Verbal Reasoning
 - 1.2. Non-Verbal Reasoning
 - 1.3. Reading Vocabulary
 - 1.4. Reading Comprehension
 - 1.5. Math Application
2. How can the performance in board examination of the students be described?
3. Do scholastic abilities exert significant influence on the performance in board examination of students?
4. What management intervention may be developed in light of the findings of the study?

Methodology of The Study

Methods and Techniques

The descriptive-correlational method of research was utilized in this study to determine the relationship between students' scholastic ability and students' performance in thesis writing. Correlational research is a systematic investigation

of the relationship present between two or more variables. The study used a quantitative research approach in analyzing and understanding the predictor and criterion variables. Standardized test on Students' scholastic ability were used as primary data gathering tools.

Respondents of The Study

The respondents of the study were graduate school students from Master of Arts in education major in Guidance and counseling in one higher education institution in Malolos. The study Utilizes Raosoft sample size calculation with the following standards: The margin of error of 5% and confidence level of 95%. A Raosoft sample calculator is basically software that primarily calculates or generates the sample size of a research or survey.

Instruments of The Study

The study adapted the instrument of Scholastic Abilities Test for Adults (SATA) with a Cronbach's alpha of 0.85.

The SATA measures scholastic competence using nine subtests: Verbal Reasoning, Nonverbal Reasoning, Quantitative Reasoning, Reading Vocabulary, Reading Comprehension, Math Calculation, Math Application, Writing Mechanics, and Writing Composition. Raw scores can be converted to estimated grade equivalents and standard scores. Several composite scores are also generated (Bryant, et.al, 2003).

Results and Discussion

Level of students' scholastic ability

Table 1: Students' Scholastic Ability - Verbal Reasoning

Indicators	MAED- GC	
	Frequency	Percentage
17 - 20 (Very Superior)	2	6.4
15 - 16 (Superior)	1	3.2
13 - 14 (Above Average)	0	0.0
08 - 12 (Average)	14	45.1
06 - 07 (Below Average)	9	29.0
04 - 05 (Poor)	1	3.2
01 - 03 (Very Poor)	4	12.9
Total	31	100.0
Mean	8.38 (Average)	
Std. Deviation	3.8788	

Table 1 show that the overall mean of students' scholastic abilities was 8.38 (Average). The average mean was manifested in the following percentages; 45.1% - average, followed by 29%-

below average, 12.9% - very poor, followed by 6.4% - very superior, 3.2 % - superior, and 3.2% - poor.

Table 2: Students' Scholastic Ability - Non-Verbal Reasoning

Indicators	MAED - GC	
	Frequency	Percentage
17 - 20 (Very Superior)	11	35.6
15 - 16 (Superior)	3	9.7
13 - 14 (Above Average)	3	9.7
08 - 12 (Average)	10	32.3
06 - 07 (Below Average)	1	3.2
04 - 05 (Poor)	2	6.4
01 - 03 (Very Poor)	1	3.2
Total	31	100.0
Mean	14.22 (Superior)	
Std. Deviation	6.0921	

It can be gleaned from table 2 that on general the students have a mean of 14.22 (Superior). Superior mean was manifested in the following; 35.6% has scholastic ability in non-verbal reasoning of very superior, 32.3% has non-verbal ability of average,

9.7% has non-verbal ability of superior, and also, 9.7% has non-verbal ability of above average, 6.4% has non-verbal ability of poor, and 3.2% has non-verbal ability of very poor.

Table 3: Students' Scholastic Ability - Reading Vocabulary

Indicators	MAED	
	Frequency	Percentage
17 - 20 (Very Superior)	0	0.0
15 - 16 (Superior)	4	12.9
13 - 14 (Above Average)	7	22.6
08 - 12 (Average)	10	32.3
06 - 07 (Below Average)	6	19.4
04 - 05 (Poor)	1	3.2
01 - 03 (Very Poor)	3	9.7
Total	31	100.0
Mean	10.35 (Average)	
Std. Deviation	3.9543	

Table 3 reveals that the over-all scholastic ability in reading vocabulary of the students is 10.35 (Average). The average mean was manifested in the following indicators; 32.3% of the respondents has average scholastic ability in reading

vocabulary, 22.6% has above average scholastic ability in reading vocabulary, 19.4% is below average, 12.9% is superior, 9.7% is very poor, and 3.2% is poor.

Table 4: Students' Scholastic Ability - Reading Comprehension

Indicators	MAED	
	Frequency	Percentage
17 - 20 (Very Superior)	21	67.6
15 - 16 (Superior)	1	3.2
13 - 14 (Above Average)	5	16.1
08 - 12 (Average)	3	9.7
06 - 07 (Below Average)	0	0.0
04 - 05 (Poor)	1	3.2
01 - 03 (Very Poor)	0	0.0
Total	31	100.0
Mean	16.32 (Superior)	
Std. Deviation	4.9959	

Table 4 depicts that the over-all scholastic ability in reading comprehension of the students is 16.32 (Superior). The superior scholastic ability in reading comprehension of the students is

manifested by the following percentage; 67.6% - very superior, 16.1% - above average, - 9.7% - average, 3.2% - superior, and 3.2% - poor.

Table 5: Students' Scholastic Ability - Math Application

Indicators	MAED	
	Frequency	Percentage
17 - 20 (Very Superior)	2	6.4
15 - 16 (Superior)	2	6.4
13 - 14 (Above Average)	2	6.4
08 - 12 (Average)	8	32.3
06 - 07 (Below Average)	7	22.6
04 - 05 (Poor)	5	16.2
01 - 03 (Very Poor)	3	9.7
Total	31	100.0
Mean	9.12 (Average)	
Std. Deviation	4.6672	

It can be gleaned in table 5 that the scholastic ability in math application of the students has a mean of 9.12 (average). The average mean is manifested by the following percentage in the scholastic ability in math application of the students; 32.3% - average, 22.6% below average,

16.2% - poor, 6.4% - Very superior, 6.4% - superior, 6.4% - above average, and 9.7% - very poor.

Students' performance in board examination

Table 6: Students' Performance - Board Examination (Guidance and Counseling)

Indicators	Frequency	Percentage
90 - 100 (Outstanding)	0	0.0
85 - 89 (Very Satisfactory)	1	20.0
80 - 84 (Satisfactory)	4	80.0
75 - 79 (Unsatisfactory)	0	0.0
74 and below (Poor)	0	0.0
Average	5	100.0

Table 6 depicts that 80% of the board takers with the frequency of four has satisfactory results (80-84), and the remaining 20% with the frequency of one has very satisfactory results (85-89).

Effects of Students' scholastic ability on students' performance in board examination

Table 7: Regression Analysis of Students' Scholastic Ability on Board Examination

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	87.825	5.023		17.486	0
Verbal reasoning	0.102	0.315	0.197	0.323	0.763
Non-verbal reasoning	0.214	0.367	0.445	0.582	0.592
Reading vocabulary	0.421	0.619	0.503	0.679	0.534
Reading comprehension	0.087	0.203	0.347	0.429	0.69
Math application	0.324	0.377	0.696	0.859	0.439

R-squared = .279

F-value = 309

p-value = .885

alpha = 0.05

It can be gleaned from table 7 that the f-value equal to 309, which is more than the p-value .885, which is higher than the alpha value of 0.05. This indicates that students' scholastic ability of bears no significant influence on students' performance in board examination when considering the jointed effects of all the variables of scholastic abilities.

The regression analysis also accounts for individual effects. It can be seen from the data's beta coefficients that math application is the best predictor (.696), followed by reading vocabulary (.503), non-verbal reasoning (.445), reading comprehension (.347), and verbal reasoning (.197).

Lamprecht and Pitre (2018) suggested that field work or training among students is important to develop the counselors' competence in the

profession because through training several aspects are formed such as competence and efficacy which significantly impact board examination results. Furthermore, In order to reach a better understanding on achieving competence, which are necessary in the success in board examination, counselor education program objectives, standards, and assessment test should be aligned. This finding suggests that the curriculum of the students should be adapted to the content and context of the assessment they will undergo. This assessment refers to the national examination for guidance counselors (Silvey 2013).

Proposed Management Interventions

In light of the findings of the study the researcher proposes the following management interventions;

Objectives	Strategies	Persons involved	Remarks
To aligned the program and curriculum of the students the content and context of the board examination.	Review and revision of course programs and objectives to adapt to the content and context of board examination. Integrate topics to real-life situations whenever possible. Make use of different techniques for better learning. Provide pertinent, accurate and up-to-date information that is helpful for the application of lessons learned.	Dean, Graduate school Faculty	Regular review and revisions of course objective and programs will ensure that the program offered are aligned to the regulatory standard.
To expose students with the different trends in guidance and counseling.	Conduct of Case Analysis and Resolution. Conduct of Field work with Journal writing by the students. Conduct of action research by the students. Conduct of Structured learning experience. Conduct of need analysis.	Faculty Guidance personnel	Exposure to the latest trends will let the student enhance their capacity and skills that are necessary in board examination. Helpfulness of Strategies for Practical Application which are necessarily for the Board Examination Pre-board examination will determine if the students are still lacking of necessary skills needed when they take the board examination.
To include pre board examination in the program.	Conduct of lecture and discussion plus the sample pre-test post-test. Conduct of pre-board examination in the program		

Recommendations

In light of the findings of the study, the following recommendations are put forth.

1. Each educational institution must consider the alignment of their course program and objectives with the skills and trends needed to prepare the students to ensure good performance in their board examination.
2. Educational institutions must intensify the capabilities of each faculty with the latest trends, innovation, and skills needed by the

students, so that faculty may convey and share this to their students.

3. Future researchers can explore more dimensions of students' performance of graduate school studies. The current study has generated a general picture of the relationship of scholastic abilities and students' performance, but more studies maybe needed to depict other factors that affect students' performance of graduate school.

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