

# National Career Assessment Examination, College Entrance Examination, and Academic Performance: Inputs to Admission Policy

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**Abstract**— This study aimed to determine the relationship among the National Career Assessment Examination, the College Entrance Examination of Basilan State College and academic performance of the freshmen students. The sample consisted of 384 freshman students of Basilan State College. The research instrument used include a collection of data through the review analysis of documents related to National Career Assessment Examination (NCAE), College Entrance Examination. The results show a significant difference in the level of performance in National Career Assessment Examination and academic performance, but in terms of National Career Assessment Examination, the significant difference did not exist. Regardless of the ethnolinguistic group of students, the students performed well in National Career Assessment Examination, and it can be further interest that the ethnicity of the students has bearing on the College Entrance Examination and academic performance of the students across subject areas but not in the NCAE.

**Keywords**— National Career Assessment Examination, College Entrance Examination, Freshman College Students, Academic Performance, Basilan State College.

## I. INTRODUCTION

It has been observed that both admission criteria and approaches of assessing whether a candidate meets those admission requirements have changed tremendously. The innovations reflect the impact of changes in the role of higher education, changes the configuration and demographics secondary education, and the radical rethinking or concepts of measurement and assessment.

Standardized tests are administered to assist appropriate academics placement, to assess academic achievement, to identify individual aptitudes, to explore vocational interest, and to extreme personal characteristics. Tests are also used to identify pupils who are brilliant and those who have particular learning difficulties.

One of the key indicators of assessing students' performance is through the use of the Scholastic Aptitude Test (SAT) or American College Test (ACT) as a tool for predicting and as a means to differentiate students from different backgrounds. The primary purpose of the test is to provide a prediction of first year grades and a common yardstick to use in comparing students. These two objectives are based on the belief that the tests are objective and that they are a measure of intellect. Throughout the history of testing the two primary areas of intellect associated with intelligence has been exclusively assigned to Linguistic and Mathematical ability.

According to Senator Francis G. Escudero, who authored the bill on "An Act Creating A National Career Assessment Examination To Institutionalize A Career has Direction Program For Secondary Graduates", To advance both national growth and global competitiveness, the Philippine educational system has undergone innovative change and reorganisation. This has improved the quality of instruction and graduates at the primary, secondary, and university levels. The current state of affairs suggests that only a small percentage of college graduates are successful in locating suitable job that is completely suited for their individual courses.

As a result, there is a shortage of trained workers, an excess of college graduates working in white collar positions, and unemployment. Additionally, a tiny fraction of candidates who just passed professional exams constantly emerged. This is made worse by the ongoing flight and migration of our experts who are looking for work and well-paying jobs elsewhere.

In order to improve national development and international competitiveness, it is necessary to institutionalise a framework that will check, filter, and monitor the flow of secondary graduates to post-secondary learning institutions. In this regard, the National Career Assessment Examination (NCAE) will serve as a tool to provide secondary graduates with career guidance in order to preserve a sustainable balance between the number of white collar workers, skilled labour, and entrepreneurs. The bill will direct tertiary skills development programmes in a way that particularly aims to align and match the supply of graduates from post-secondary institutions with the demand of the labour market in the natio. It will deal with the obvious need to formalise a career-direction programme for secondary school graduates who have the capacity to enrol in a four-year degree programme, pursue technical or vocational courses, or start their own business. It will also address the urgent evident need to prepare high school graduates for both national development and global competitiveness.

National Career Assessment Examination (NCAE) is by far the best tool the secondary graduates can use to properly assess their own skills and inclinations which will enable them to make more effective career decisions. Through appropriate career counseling based on the result of NCAE, students are guided so that they will really find a proper fit for themselves when they pursue higher education and or enter the job or entrepreneurial markets. The NCAE is intended to evaluate the talents of high school seniors who intend to enrol in post-

secondary courses in order to produce pertinent data on their abilities, skills, and readiness for both academic and non-academic courses. Additionally, it attempts to arm high school graduates with knowledge that will enable them to make informed professional choices. Additionally, the NCAE offers criteria for choosing scholarship recipients and those who will receive study grants from the Commission on Higher Education (CHED). The NCAE seeks to measure the following: (a) general scholastic aptitude; (b) technical vocational aptitude; (c) entrepreneurial skills; (d) non-verbal ability; and (e) occupational interest.

The National Career Assessment Examination was developed to assess the skills of high school seniors planning to proceed to post-secondary courses, towards providing relevant information on their skills, abilities and readiness for academic and non-academic courses. It aims to foster the highest quality of education in the Philippines by regulating and monitoring the flow of students to post-secondary institutions of learning and their potential contribution to national development. It provides information that will help high school seniors make wise career decision and bases for selecting scholarship awardees and recipients of study grants from the commission on higher education CHED and the Technical Education and Skills Development Authority (TSDA). Monitoring aims to minimize indiscriminate wastages of manpower and resources by working for a match between manpower skill outpost and job market demands. Education Secretary Jesli Lapus said the NCAE results merely validated previous annual results of achievement tests given to fourth year high school students. The assessments showed that majority of high school batch 2007 are not fit for college and should take the technical vocational track.

In contrast, an entrance examination is an exam which is conducted by many universities and educational institutions used to select students for admission. Any level of education, from elementary to higher education, may administer entrance tests, however these are more frequently given at the higher education levels. To enter universities or other institutions or to be admitted to professional programmes, you must pass an entrance exam. There is no filter like passing or failing in the entrance exams. It is like competitive exams. Entrance exam is to select best among the students. Systematic planning, study your personal limitations and adapt your plans to fit within these limitations, training and hard work are needed to crack the Entrance Tests. They are Medical, Engineering, University, College, state, national and Law entrance exams.

Basilan State College, just like any other State Universities and Colleges (SUC) has admission policy particularly to those students who wish to enroll in the baccalaureate degrees offered by the college. The school designed and formulated its own entrance examination which has administered for several years to select the best students from the province and neighboring places. As per observation of the research, the admission criteria set forth by the school are not enough to select the best students. Although the NCAE results of the students are considered as part of the admission criteria, however, there are no guidelines that institutionalize the NCAE results basis of admitting the students.

It is based on this premise that the researcher has decided to conduct this study in order to determine the correlation between

the entrance examination of the freshmen college students, National Career Assessment Examination (NCAE) and their academic performance as basis for admission policy review in Basilan State College.

## II. METHODOLOGY

The study employed the correlation method of research design, where the relationship among National Career Assessment Examination (NCAE), college entrance exam and the academic performance of the freshmen college students were determined.

Finding statistical relationships, or correlations, between variables is another goal of correlation research, which enables some variables to be predicted using data from other variables. A statistical measurement of how closely two variables are related is called a correlation. When two variables rise or fall together, there is a positive correlation.

Documentary Analysis was used to analyze the records on the ratings of the freshmen students both in National Career Assessment Examination, College Entrance Examination and the academic performance of the freshmen students.

The respondents of this study were the freshman college students of Basilan State College from the different colleges. The result of the NCAE, the entrance college examination and academic performance were used for analysis during school year 2009-2010. All colleges with different courses were covered in the study. However, in this study, only those freshmen students who are taking up four-year degree course were included as part of the respondents. A total enumeration was used to include all the freshman students. Below is the table that shows the distribution of the respondents.

TABLE 1. Distribution of students by course

Profile	Total Population
<b>Course</b>	
AB Political Science	149
AB Islamic Studies	26
Bachelor Of Secondary Education	50
Bachelor Of Elementary Education	52
Bachelor Of Science In Criminology	55
Bachelor Of Science In Nursing	23
Bachelor Of Science In Nutrition & Dietetics	29
<b>Total</b>	<b>384</b>

Since the study delved into a documentary analysis, records from the Admission Office and the Registrar Office were used to gather the needed data for the study.

In order to interpret the results and the level of the freshmen students in National Career Assessment Examination, the percentile rank scores are equivalent to the descriptive ratings shown on table 2.

TABLE 2. Percentage Rank Score and Interpretative Value of National Career Assessment Examination

Mean Percentage Score	Descriptive Rating
81-100	Very High
61-80	High
41-60	Moderate
21-40	Low Average
0-20	Very Low Average

For the college entrance examination and the academic performance, the following percentile rank and interpretative values were used.

TABLE 3. Percentage Rank Score and Interpretative Value of College of Entrance Examination

Mean Percentage Score	Course	Descriptive Rating
30.24 and above	BSEd, BEEd, BSN, BSCS	Qualifier
29.27 and above	BSCrim, AB	Qualifier
28.29 and above	BSND	Qualifier
25.37 and above	AB Islamic Studies	Qualifier
20.49 and above	BAT, NAT, ACOT, ACOM, ACOS	Qualifier
20.00 and below	TT	Qualifier

TABLE 4. Percentage Rank Score and Interpretative Value of College of Academic Performance

Mean Percentage Score	Descriptive Rating
95-100	Excellent
90-94	Very Satisfactory
85-89	Satisfactory
80-84	Fair
75-79	Poor

The researcher wrote a letter to college president and copy furnished to the different deans in Basilan State College requesting the permission to conduct the study through the documentary analysis of the said problem.

The NCAE data were taken from the guidance office, while the GPA of the respondents were taken from the registrar's office and the college entrance examination were taken from the Testing and Evaluation Center.

The collection of data was done through the review analysis of documents related to the NCAE, College entrance examination and academic performance during school year 2009-2010.

The researcher gathered the following documents that served as data for review and analysis as needed in the research study.

### III. FINDINGS AND RESULTS

The profile such as type of school, course and ethnicity is presented in table 5 of this chapter. This tabular presentation of the respondents' profile was analyzed and interpreted based on the frequency-counts and percentage to have a clear picture and description of the respondents.

TABLE 5. Distribution of the respondents according to their profile

Profile	frequency	Percentage
<b>Course</b>		
AB Political Science	149	38.8
AB Islamic Studies	26	6.8
Bachelor Of Secondary Education	50	13.0
Bachelor Of Elementary Education	52	13.5
Bachelor Of Science In Criminology	55	14.3
Bachelor Of Science In Nursing	23	6.0
Bachelor Of Science In Nutrition & Dietetics	29	7.6
<b>Ethnicity</b>		
Tausug	108	28.1
Yakan	141	36.7
Chavacano	77	20.1
Bisaya	58	15.1
<b>Type of School</b>		
Public	359	93.5
Private	25	6.5
<b>Total</b>	<b>384</b>	<b>100</b>

Table 5 shows the profile of 384 freshman students of Basilan State College served, who served as respondents of the

study. The variables considered were the type of school, ethnicity, and course. In terms of type of school, out of three hundred eighty-four (384) freshmen students, three hundred fifty-nine (359) or ninety-three point five percent (93.5%) mostly the freshmen students sampled in the study came from a public school as compared to the students from the private school with twenty-five (25) or six point five percent (6.5).

In terms of ethnicity, the bulk of the freshman college students is distributed to the four ethnic groupings such as Yakan which were mostly dominant with one hundred forty-one (141) or thirty-six point seven percent (36.7%) followed by Tausug with one hundred eight (108) or twenty-eight point one percent (28.1%); Chavacano with seventy-seven (77) or twenty point one percent (20.1%); and Bisaya with fifty-eight (58) or fifteen point one (15.1%).

When it comes to courses, most of the freshman students are enrolled in AB political science course with one hundred forty-nine (149) or thirty-eight point eight percent (38.8%) while Bachelor of Science in Nursing has the least number of fresh enrollees with twenty-nine (29) or six percent (6.0%). The total number of students is based on the result of their college entrance examination since the cut-off score in the Nursing program is quite higher, only very few students obtained such score.

TABLE 6. Performance Level of the freshmen students in National Career Assessment Examination

Course Variable	National Career Assessment Examination		
	Mean	SD	Verbal Description
AB Political Science	57.36	25.208	Moderate
AB Islamic Studies	35.53	21.945	Low Average
Bachelor Of Secondary Education	46.84	26.589	Moderate
Bachelor Of Elementary Education	48.69	28.018	Moderate
Bachelor Of Science In Criminology	39.03	25.763	Low Average
Bachelor Of Science In Nursing	46.13	24.088	Moderate
Bachelor Of Science In Nutrition & Dietetics	40.41	25.572	Low Average
<b>Over all weighted mean</b>	<b>48.76</b>	<b>26.588</b>	<b>Moderate</b>

As gleaned in Table 6, it shows the results on the performance level of the freshmen students in National Career Assessment Examination.

In general, the performance level of the freshmen students in National Career Assessment Examination were either moderate or low average, Among the students who obtained the highest score in NCAE were the student of Bachelor of Arts in Political Science with fifty-seven point thirty six percentile ranks (57.36) described as "moderate" levels. This is followed by students who are enrolled in Bachelor of Elementary Education with forty eight point sixty-nine percentile rank (48.69). Next came are the students from Bachelor of Secondary Education and Bachelor of Science in Nursing with fifty-seven point thirty-six percentile rank (57.36) and forty-six point thirteen percentile rank (46.13) respectively and interpreted as moderate level.

On the bottom of the list, the students who enrolled in Bachelor of Science in Nutrition & Dietetics (40.41), Bachelor of Science in Criminology (39.03); and AB Islamic Studies (35.53) with low average performance in the National Career Assessment Examination. The data imply that students who obtained the high scores in the National Career Assessment Examination are those students who enrolled in the most in-demand courses such as the Nursing, Teacher Education and AB Political Science Programs.

The majority of our high school graduates have a preference for technical-vocational (tech-voc) employment, according to the NCAE statistics. Curriculum, training, physical infrastructure, and policy support are all being improved as part of DepEd's upgrading of 261 tech-voc high schools. The outcomes support DepEd's choice to prioritise the tech-voc programme, which aims to provide high school students with technical skills that would enable them to find fulfilling work whether or not they want to continue further education (DepEd report, August 28, 2007).

The purpose of the NCAE is to help students determine which courses they should study in college and what sort of career they are the best suited for. Results from NCAE tests are merely one aspect of a larger picture that goes into choosing a student's ideal career. Based on the findings students did not make major decisions based on NCAE results only. They considered the entire school career as well as their own goals and interests when deciding on a course of study and a career.

TABLE 7. Performance Level of the freshmen students in College Entrance Examination

Course Variable	National Career Assessment Examination		
	Mean	SD	Verbal Description
AB Political Science	30.14	1.373	Qualifier
AB Islamic Studies	26.01	1.219	Qualifier
Bachelor Of Secondary Education	34.07	2.483	Qualifier
Bachelor Of Elementary Education	32.61	2.319	Qualifier
Bachelor Of Science In Criminology	30.75	2.427	Qualifier
Bachelor Of Science In Nursing	36.53	1.684	Qualifier
Bachelor Of Science In Nutrition & Dietetics	31.40	2.735	Qualifier
<b>Over all weighted mean</b>	<b>31.27</b>	<b>3.036</b>	<b>Qualifier</b>

Table 7 shows that performance level of the freshman students in College Entrance Examination. It can be observed that only three courses obtained the high percentile score in College Entrance Examination. These courses are the Bachelor of Science in Nursing with thirty-six point fifty-three percentile rank (36.53), Bachelor or Secondary Education with thirty-four point seven percentile rank (34.07) and Bachelor of Elementary Education with thirty-two point sixty-one percentile rank 32.61 rating which are described as qualifier.

However, students who got the score below thirty (30) percentile rank were advised to take course in Bachelor of Science in Criminology (30.75), Bachelor of Arts in Political Science (30.14), Bachelor of Science in Nutrition & Dietetics (31.4) and AB Islamic Studies (26.01) describe as qualifier. This qualifier means the school has set the cut-off scores for

every program, Students who meet the cut-off score shall qualify to enroll in various programs offered by the school.

Machutes [7] found out that all freshman students who took the college admission test were qualifiers to their chosen courses based on the set CET Cut-off scores for the different programs. In support of the findings, Zerrudo [6] confirm that most of the students who obtained the highest scores in the College Entrance Examination were those students who chose Nursing and Teacher Education programs.

TABLE 8. Academic Performance Level of the freshmen students

Course Variable	National Career Assessment Examination		
	Mean	SD	Verbal Description
AB Political Science	83.27	7.122	Fair
AB Islamic Studies	81.69	2.664	Fair
Bachelor Of Secondary Education	85.68	3.472	Satisfactory
Bachelor Of Elementary Education	85.98	1.179	Satisfactory
Bachelor Of Science In Criminology	82.34	2.63	Fair
Bachelor Of Science In Nursing	84.78	2.400	Satisfactory
Bachelor Of Science In Nutrition & Dietetics	82.60	2.716	Fair
<b>Over all weighted mean</b>	<b>83.75</b>	<b>5.062</b>	<b>Fair</b>

Table 8 presents the academic performance level of freshman students. As shown in table 6, the academic performances of the majority of the students sampled in the study were described as "Satisfactory" in which the students from Bachelor of Elementary Education obtained a high academic performance with eighty five point ninety eight (85.98) rating, followed by Bachelor of Secondary Education with eighty five point point sixty eight (85.68) rating and Bachelor of Science in Nursing and AB Political Science with eighty four point seventy eight (84.78) and eighty three point twenty seven (83.27) ratings respectively which are interpreted "satisfactory".

However, students who enrolled along these courses obtained a "fair rating such as Bachelor of Science in Nutrition and Dietetics with eighty-two point sixty (82.60), Bachelor of Science in Criminology with eighty-two point thirty-four (82.34), Bachelor of Arts in Political Science with eighty-three point twenty-seven (83.27) and Bachelor of Arts major in Islamic Studies with eighty-one point sixty-nine (81.69). The data imply that majority of the students who are enrolled in bachelor's degree were able to maintain their grades. This further implies that the students have surpassed that ceiling grades in their own respective programs.

Table 9 presents the results of the correlation in the level of performance between College Entrance Examination and National Career Assessment Examination and academic performance taken from the general average. As revealed in the findings that the level of performance in College Entrance Examination and National Career Assessment Examination and the academic performance of the respondents registered low positive significant correlated at 0.05 level of significance. This is supported by the r-values of  $r = .174$  between College Entrance Examination and academic performance and  $r = .218$  between National Career Assessment Examination and

academic performance with probability level of .001 and .000 respectively, which are lesser than the assumed alpha of .05. Therefore, the hypothesis is rejected since the variables tested in study are significantly correlated. This can be inferred based on the data revealed that students who obtained a good score in

their College Entrance Examination and National Career Assessment Examination are most likely to obtained good grade in their academic subjects across subject areas during the first semester of school year 2009-2010.

TABLE 9. Significance on the Relationship among the National Career Assessment Examination, College Entrance Examination and Academic Performance

X (Independent Variable)	Y (dependent variable)	r-value	Verbal Description	Probability Value	Decision on Ho
National Career Assessment Examination	Academic Performance	.174**	Low Positive Correlation	.001	Reject
College Entrance Examination		.218**	Low Positive Correlation	.001	Reject

\*\*Significant at 0.05 level of Significance

As gleaned from table 5, however, based from the r value obtain, the score of the students in National Career Assessment Examination can be good predicting variables to determine the academic performance of the students as compared to College Entrance Examination. Furthermore, National Career Assessment Examination as administered by Department of Education was developed to assess the skills of high school seniors planning to proceed to post-secondary courses among the various field of specialization.

The findings are corroborated by the study conducted by Baumann and Henschen [2] of University of Utah, on the relationship between American College Test (ACT) scores and college grade point average (GPA) for 753 male and female student athletes. When combined with high school grade point average, ACT score was the best predictor of actual college grade point average for over group. ACT did not enhance the predictability of academic success for not-white students-athletes but did not for the white student-athletes. When high school grade point average was used alone, the college academic performance of minority students predicted better.

Furthermore, according to Willie as cited by Machutes [7], confirm that the Scholastic Aptitude Test (SAT) Scores are valid predictors of academic performance for only the first year of college while still additional research has found these scores to explain less than half of the variance in the first-year college grades.

In addition, TorreFranca [5], however, has found out a very significant correlation between academic achievement, aptitude, and vocational preference when she studied the social and psychological factors in the senior secondary student's achievement.

TABLE 10. Significance on the Difference in Performance Level in the National Career Entrance Examination, College Entrance Examination and Academic Performance When the Respondents are grouped according to their courses

Variable	F-value	P-value	Decision
National Career Assessment Examination	5.875	.000	Reject
College Entrance Examination	86.777	.000	Reject
Academic Performance	5.276	.000	Reject

\*Significant at 0.05 level of Significance

Table 11 presents the result of One-way Analysis of Variance (ANOVA) in the level of performance in the College Entrance Examination and National Career Assessment Examination and academic performance when the data were analyzed according to the respondents' courses. The findings disclose that the significant difference does exist in the level of

performance in the College Entrance Examination, National Career Assessment Examination and academic performance a = 0.05 probability level. The F values confirmed the data with of F = 86.77 for College Entrance Examination, F = 5.875 for National Career Assessment Examination and F = 5.276 for academic performance with p value lesser than assumed alpha level of significance of .05 when data were analyzed according to the respondents' course. These findings are largely supported by the mean values obtained by the respondents per variables tested in the study as reflected in table 7. As a result, students who are enrolled in Bachelor of Science in nursing (36.53) hurdled high score in the College Entrance Examination followed by Bachelor of Secondary Education (34.07) and Bachelor of Elementary Education (32.61). In terms of National Career Assessment Examination, students enrolled in Bachelor of Arts in Political Science got the high score of 57.36 percent with Bachelor of Elementary Education (48.69%) and Bachelor of Secondary Education (46.84%) came next. For the academic performance, students from Bachelor of Elementary Education obtained high academic performance with 85.98 rating followed by Bachelor of Secondary Education and Bachelor of Science in Nursing with 85.86 and 84.78 respectively. Since the recorded p values are lesser than assumed alpha level of significance of 05, therefore, the guided hypothesis is rejected. This can be inferred that the course of the students has bearing on the College Entrance Examination, National Career Assessment Examination and academic performance of the students across subject areas.

TABLE 11. Mean Value in the National Career Entrance Examination, College Entrance Examination and Academic Performance in terms of Course

Course Variable	CEE	NCAE	Academic Performance
AB Political Science	30.14	57.36	83.27
AB Islamic Studies	26.01	35.53	81.69
Bachelor Of Secondary Education	34.07	46.84	85.68
Bachelor Of Elementary Education	32.61	48.69	85.98
Bachelor Of Science In Criminology	30.75	39.03	82.34
Bachelor Of Science In Nursing	36.53	46.13	84.78
Bachelor Of Science In Nutrition & Dietetics	31.40	40.41	82.60
<b>Over all weighted mean</b>	<b>31.27</b>	<b>48.76</b>	<b>83.75</b>

As pointed out in the study conducted by Saka [4], he found out that the freshmen Scholastic Aptitude Test (SAT) scores were better predictors of freshmen grade Point Average (GPA)

for students attending mainland or foreign high schools than for students attending Hawaiian public and private schools. High School Grade Point Average (HSGPA) accounted for the greatest amount of unique variation in freshmen Grade Point Average and SAT Math was not a significant predictor of freshmen Grade Point Average for Hawaii public school students.

TABLE 12. Significance Difference in the Performance Level in the National Career Assessment Examination, College Entrance Examination and Academic Performance When the Respondents are grouped according to their ethnicity

Variable	F-value	P-value	Decision
National Career Assessment Examination	.673	.569	Reject
College Entrance Examination	4.812	.003	Reject
Academic Performance	3.916	.009	Reject
Ethnicity Variable	CEE	NCAE	Academic Performance
Tausug	31.41	45.75	83.91
Yakan	30.59	49.51	82.74
Chavacano	32.14	50.62	85.11
Visaya	31.50	50.10	84.09
<b>Over all weighted mean</b>	<b>31.27</b>	<b>48.76</b>	<b>83.75</b>

\*Significant at 0.05 level of Significance

Table 12 shows the result of One-way Analysis of Variance (ANOVA) in the level of performance in the College Entrance Examination and National Career Assessment Examination and academic performance when the data were analyzed according to the respondents' ethnicity. The findings divulge that the significant difference does exist in of performance in the College Entrance Examination and academic performance  $\alpha = 0.05$  probability level. As the result, the F values confirmed the data College Entrance Examination and  $F = 3.916$  for academic performance with p value lesser than assumed alpha level of significance of .05 when data were analyzed according to the respondents' ethnicity. The results of ANOVA are evidently supported by the mean values obtained by the respondents for two variables tested in the study as reflected in table 9. Along these variables, students with  $F = 4.812$  for ethnicity is Chavacano (32.14) got the high score in Colleges Entrance Examination followed by Bisayan (31.50) and Tausug (31,41) students with Yakan (30.59) students who are not far from other students of various ethnolinguistic groups. Concomitantly, for the academic performance, Chavacano students obtained the highest general average of 85.11 and Bisayan students, came next, with general average of 84.09. This is followed by Tausug and Yakan students with the general average of 83.91 and 82.74 respectively. Since the recorded p values are lesser than assumed alpha level of significance of .05, therefore, the guided hypothesis is rejected.

However, in terms of National Career Assessment Examination, the significant difference does not exist with F value of 673 and p value of 569 which is greater than the assumed alpha of .05 level of significance. The data imply that regardless of the ethnolinguistic group of the students, the students perform well in the National Career students across subject areas but not on the National Career Assessment Examination. This can be further inferred that the ethnicity of the students has bearing on the College Entrance Examination,

and academic performance of the students across subject areas but not on the National Career Assessment Examination.

In the study made by Goldman and Hewitt [3] among the four ethnic groups, unlike the University of Maryland study, found no evidence of systematic over prediction of GPA for Black students and that "the scholastic Aptitude Test (SAT) was about as predicatively valid for Black students as for white students in largely segregated institutions. Furthermore, their sample included Chicano, Oriental, White and Black students and added major field of study as possible mediator in test performance. The results suggested that academic predictors and regression equation used for white students were also about as useful for black students. In fact, the academic prediction equation was similar for all ethnics' groups.

#### IV. CONCLUSION

Based on the findings of the study, the following conclusions are drawn.

1. Most of the freshmen students enrolled in Bachelor of Arts in Political Science in hurdled the highest frequency followed by the Bachelor of Science in Criminology and Bachelor of Elementary Education and Bachelor of Secondary Education respectively. While courses such as Bachelor of Science in Nutrition and Dietetics, Bachelor of Arts in Islamic Studies and Bachelor of Science in Nursing have lesser enrollees. In terms of ethnicity, most of the students of Basilan State College are Yakan and followed by Tausug, Chavacano and Bisaya who have mostly completed their secondary education from public secondary schools.
2. The performance level of the freshmen students in National Career Assessment examination as mentioned is generally classified as moderate or average. It is worth mentioning that students who are enrolled in Nursing, Teacher Education and AB Political Science are most likely to perform well in National Career Assessment examination administered by the Department of Education.
3. The performance level of the freshmen students in College Entrance Examination administered by Basilan State College was qualifier to their chosen courses based on the set CET cut-off scores for the different programs, However, students who obtained the high scores in the College Entrance Examination were those students who chose Nursing, Teacher Education, Nutrition and Dietician and Criminology program.
4. Generally, the academic performance levels of the freshmen students are considered as fair or reasonable enough to pass in all the subjects in order to retain in the courses where they are currently enrolled. These students are able to comply with the minimum requirements of most academic programs of the College, capable of getting at least an average of 80 but not high enough to qualify them for the Dean's list.
5. A significant correlation existed among the level of performance in College Entrance Examination and National Career Examination and academic performance. Therefore, the hypothesis is rejected since the variables in the study are significantly correlated.

6. There was a significant difference in the level of performance in the College Entrance Examination and academic performance at  $\alpha = 0.05$  probability level. However, in term of National Career Assessment Examination, the significant difference does not exist. The data imply that regardless of the ethno linguistic group of the students, the students perform well in the National Career Assessment Examination. This can be further inferred that the ethnicity of the students has bearing on the College Entrance Examination, and academic performance of the students across subject areas but not on the National Career Assessment Examination.

#### V. RECOMMENDATION

Based on the findings generated in the study, the following recommendations are offered for consideration.

1. The school administrator should commission the Office of Admission to revisit and institutionalize the admission policy and consider the findings of this study.
2. The Testing Center should undergo frequent revisions on the testing materials which are used as the College Entrance Examination. Since this is not a standardized test, the school should consider of purchasing testing materials from Center of Testing and Measurement.
3. The College Deans should intensify the instructional program to improve the academic performance of the students.
4. A similar study should be conducted to find out the correlation among the college entrance, academic performance and the board examination.

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