ATTITUDES TOWARDS MAINTENANCE OF GRADES AND THE IMPACT OF SELECTIVE ADMISSION ON ACADEMIC PERFORMANCE OF BSED FRESHMEN
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I. INTRODUCTION

Sulu's abysmal performance in the Licensure Examination for Teachers (LET) is an indicator of poor students' performance in science, mathematics and English. The university especially the College of Education was prompted to introduce extra admission requirements in order to select the best enrollees. In the first place, "It is the business of the university to provide an atmosphere conducive to speculation, experiment, and creation – such prevail the indispensable freedoms to determine for itself; on academic grounds, who may teach, what may be taught, and who may be admitted to study." The university always reserves the right to regulate the student admission. The college dean assumes the primary responsibility for the initiation, development, and improvement of appropriate academic programs and maintenance of its academic standards.

This study anchors on the view that effective admission policies are necessary to sift the applicants to become a future teacher education student of MSU – Sulu who will excel in academic performance. Hence, this study purports to examine the impact of selective admission on student performance and the attitude of the students towards maintenance of grade among the BSEED freshmen students who were enrolled during the first and second semester including summer classes of A.Y. 2018 - 2019. Survey method was used in this study. The principal research instruments in this study are the purposive sampling technique, survey questionnaire and statistical analysis.

II. THE IMPACT OF SELECTIVE ADMISSION ON COLLEGE ACADEMIC PERFORMANCE

College academic performance is a concept which emphasizes on improving the student performance in English, math and science. The performance of each student in these subjects should be excellent or at least the maintenance of grade is 87. The College of Education has actually attempted to design reliable elements for an effective admission policy in order to select the potential applicants qualified to pursue education degree.

Exploring the Impact of Selective Admission on College Academic Performance, each of the components of the selective admission on College Academic Performance was verified scientifically such as the MSU- SASE Score, COED Aptitude Score, and the Senior High School GPA, and whether it could be predictive of the student's college GPA, which is the numerical representation of their past academic performance.

The findings revealed that the MSU- SASE score of the participants is not predictive of their College Academic Performance or impact is not evidenced as based on the regression even when the data were grouped according to the different Teacher Education Course Programs. In Table 2, the results further indicate that even the SASE score is zero (0) the participants' College GPA is

predicted to be 96.4 percent for BSED Math freshmen students. While illustrated in Table 3, BSED Science freshmen is predicted to have a college GPA of 84.8 percent and an 86.25 percent GPA for BSED English freshmen as shown in Table 4.

Furthermore, for every unit increase in the participants' SASE scores, their College GPA only increases to -0.083, 0.0775, and 0.06446 respectively. This suggests that even the MSU – SASE score of the students is high, it cannot be expected that they too will have high college GPAs during their first year in the university nor those with lower MSU- SASE scores could no longer excel in College.

Table 2. SASE Scores of First-Year BSED Major in Mathematics Students as Predictor of their College Academic Performance

Mean of SASE Scores	Mean of College Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 71.1$	$\overline{Y} = 90.5$	$b_1 = -0.083$	$b_0 = 96.4$
$\widehat{y} = b_0 + b_1 X$ $= 96.4 + -0.083 (71.1)$ $= 90.5$ e.g. the mean of the first year BSED major in mathematics college GPA			

Table 3. SASE Scores of First-Year BSED Major in Science Students as Predictor of their College Academic Performance

Mean of SASE Scores	Mean of College Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 71.9$	$\overline{Y} = 90.4$	$b_1 = 0.0775$	$b_0 = 84.82775$
$\widehat{y} = b_0 + b_1 X$ $= 84.82775 + 0.0775 (71.9)$ $= 90.4$ e.g. the mean of the first year BSED major in Science college GPA			

Table 4. SASE Scores of First-Year BSED Major in English Students as Predictor of their College   Academic Performance

Mean of SASE Scores	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 75.2$	$\overline{Y} = 91.1$	$b_1 = 0.06446$	$b_0 = 86.253$
$\widehat{y} = b_0 + b_1 x$ $= 86.253 + 0.06446 (75.2)$			

= **91.1** e.g. the mean of the first year BSED major in English college GPA	

Likewise, the findings also showed that the COED Aptitude score is not predictive or has no impact to the BSED Students College Academic Performance. Even if the students get a COED Aptitude Test Score of zero (0), the College GPA of the BSED Math Majors is expected to be 65. 84 percent as represented in Table 5. The BSED Science Majors will have at least a College GPA of 88.42 percent shown here in Table 6, and the BSED English Majors is expected to have a college GPA of 88.42 percent as demonstrated in Table 7.

On the other hand, it is predicted that the College GPA of the participants only increase to about 0.34228 for BSED Math, 0.0286 for BSED Science, and 0.26934 for BSED English in every unit increase of their COED aptitude score as shown in the tables mentioned.

Table 5. COED Aptitude Score of First-Year BSED Major in Mathematics Students as a Predictor
of their College Academic Performance

Mean of COED Aptitude Rating	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 72$	$\overline{Y} = 90.5$	$b_1 = 0.34228$	$b_0 = 65.8384$
$\hat{y} = b_0 + b_1 X$ = 65.8384 + 0.34228 (72) = **90.5** e.g. the mean of the first year BSED major in mathematics college GPA			

Table 6. COED Aptitude Score of First-Year BSED Major in Science Students as a Predictor of their College Academic Performance

Mean of COED Aptitude rating	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 90.5$	$\overline{Y} = 90.4$	$b_1 = 0.0286$	$b_0 = 88.42374$
$\hat{y} = b_0 + b_1 X$ = **88.42374** + **0.0286** (90.5) = **90.4** e.g. the mean of the first year BSED major in Science college GPA			

Table 7. COED Aptitude Score of First-Year BSED Major in English Students as Predictor of their College Academic Performance

COED Aptitude Rating	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 76.4$	$\overline{Y} = 91.1$	$b_1 = 0.26934$	$b_0 = 70.522$
$\hat{y} = b_0 + b_1 x$ = **70.522** + **0.26934** (76.4) = **91.1** e.g. the mean of the first year BSED major in English college GPA			

Among the possible predictors of MSU-Sulu admission explored in this study, only the Senior High School GPA that has been found out to be a significant predictor or has an existing impact to College Academic performance. It further revealed that even the SHS GPA is zero (0), which an unlikely result, the College GPA of First-Year BSED Math students is predicted to be at 10.7795 shown in Table 8. While the BSED Science students is predicted to have a College GPA of 34.84567 as illustrated in Table 9 and the BSED English students' college GPA is predicted to be 20.7548 as depicted in Table 10.

Furthermore, for every unit increase in the Senior High School GPA of the BSED students, the College GPA of BSED Math increases by 10.7795, for the BSED Science students by 0.61386, and about 0.7688 for BSED English students. Hence, the improbability of having an SHS GPA of zero (0) determines the significance of the predicted increase in the College performance of the participants in this study.

Table 8. Senior High School GPA of First-Year BSED Major in Mathematics Students as Predictor of their College Academic Performance

Mean of SHS GPA	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 90.1$	$\overline{Y} = 90.5$	$b_1 = 0.8848$	$b_0 = 10.77952$
$\hat{y} = b_0 + b_1 X$ $= 10.77952 + 0.8848\,(90.1)$ $= 90.5$ e.g. the mean of the first year BSED major in mathematics college GPA			

Table 9. Senior High School GPA of First-Year BSED Major in Science Students as a Predictor of their College Academic Performance

Mean of SHS GPA	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 90.5$	$\overline{Y} = 90.4$	$b_1 = 0.61386$	$b_0 = 34.84567$
$\hat{y} = b_0 + b_1 X$ $= 34.84567 + 0.61386\,(90.5)$ $= 90.4$ e.g. the mean of the first year BSED major in Science college GPA			

Table 10. Senior High School GPA of First-Year BSED Major in English Students as Predictor of their College Academic Performance

SHS GPA	Mean of Academic Performance	Slope of Regression	Intercept of Regression
$\overline{X} = 91.5$	$\overline{Y} = 91.1$	$b_1 = 0.7688$	$b_0 = 20.7548$
$\hat{y} = b_0 + b_1 x$ $= 20.7548 + 0.7688\,(91.5)$			

	= **91.1** e.g. exactly the mean of the first year BSED major in English college GPA

III. ATTITUDES TOWARD MAINTENANCE OF GRADES

The Analysis of the attitude of MSU-Sulu First Year BSED Students towards the maintenance of Grades with an over-all differential semantic value (X =1.38) was interpreted as slightly positive. It affirmed the acceptability of the maintenance of Grades policy among the participants. Table 1 shows that BSED Major in Science students have positive attitude towards MOG policy, while the participants of BSED Major in Mathematics and BSED Major in English have slightly positive attitudes on the MOG policy.

When each of the components of MOG policy is ranked, the BSED students were of positive attitude towards: maintaining a general point average of 2.0 or 87 percent, not incurring a failing mark twice in any of their course subjects, not having a grade point average lower than 85 percent in any of their major subjects and maintaining an 87 percent in their professional Education subjects.

Moreover, they have slightly positive attitude towards; enrolling in refresher courses for not being able to meet the required GPA in professional education subjects prior to practice teaching, disallowed to enroll with more than 18-unit student loads if the required GPA is not reached, not indorsed to enroll in their practice teaching unless they reached a GPA of 87 percent in their fourth year, consequently be disqualified from continuing any teacher education program for incurring a failing mark twice, and disentitlement to any of the college of education programs for not gaining the required GPA twice.

Meanwhile, the participants of this study have neutral attitudes towards: reduction of 6-unit student loads for incurring a failing mark once in any of their course subjects.

Furthermore, when the participants are grouped according to their course programs, BSED Science majors have showed very positive attitude towards: maintaining a general point average of 2.0 or 87 percent and not having a failing mark twice in any of their course subjects. Whereas, BSED Math Majors depicted neutral attitude towards: disallowing them to enroll with more than 18-unit student study loads if the required GPA is not reached, reducing 6-unit student study loads if they incurred a failing mark once in any of their course subjects, disentitlement to any of the college of education programs for not gaining the required GPA twice, disqualification from continuing any teacher education program for incurring a failing mark twice, and not indorsing them to enroll in their practice teaching course unless they reached a GPA of 87 percent in their fourth year.

Lastly the BSED Freshmen students' attitudes, who participated in this study, were slightly positive towards the rest of the MOG policy and guidelines regardless of their course programs.

Table 1. Attitudes of BSED Freshmen Toward Maintenance of Grades

Maintenance of Grades Policy Guidelines *All College of Education Students should be/ will…*	BSED Science	BSED Math	BSED English	Mean	Interpretation	Rank

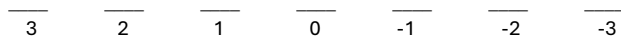|					Interpretation	Rank
maintain a general point average of 2.0 or 87 percent	2.59	1.41	2.4	2.13	Positive	1st
not incur a failing mark twice in any of their course subjects	2.70	1.53	1.4	1.876	Positive	2nd
disallow to enroll with more than 18-unit student study loads if the required GPA is not reached	1.71	0.94	1.14	1.26	Slightly Positive	6th
reduced 6-unit student study loads if incurred a failing mark once in any of their course subjects	1.06	0	1.14	0.733	neutral	10th
disentitled to any of the college of education programs for not gaining the required GPA twice	1.71	0.53	0.79	1.01	Slightly Positive	9th
disqualified from continuing any teacher education program for incurring a failing mark twice	1.47	0.76	0.86	1.03	Slightly Positive	8th
not have a grade point average lower than 85 percent in any of their major subjects	2.12	1	1.56	1.56	Positive	3rd
maintain an 87 percent GPA in their professional Education subjects	1.82	1.29	1.43	1.51	Positive	4th
not indorsed to enroll in their practice teaching unless they reached a GPA of 87 percent in their fourth year	1.29	0.65	1.58	1.17	Slightly Positive	7th
enroll in refresher courses to be determined by their training supervisor for not being able to meet the required GPA in professional education subjects prior to practice teaching	1.35	1.46	1.21	1.34	Slightly Positive	5th
Overall Mean	**1.78**	**1**	**1.35**	**1.38**	**Slightly Positive**	
Interpretation	Positive	Slightly Positive	Slightly Positive			

Legend:

Semantic Differential Scale

Necessary   Unnecessary

___	___	___	___	___	___	___
3	2	1	0	-1	-2	-3

Interpretation:

3 = very positive attitude   -1 = slightly negative attitude
2 = positive attitude   -2 = negative attitude
1 = slightly positive   -3 = very negative attitude
0 = neutral

IV. RELATIONSHIP OF COLLEGE ACADEMIC PERFORMANCE AND ATTITUDE TOWARD MAINTENANCE OF GRADES

The findings indicated too, that there is a very weak negative relationship between Attitude Towards Maintenance of Grades and the participants' College performance as illustrated in the correlation analysis in Table 11. It implies that the students' attitude on the maintenance of grades does not have any influence or impact on their academic performance. Categorically, this infers that the retention policy of Mindanao State University – Sulu College of Education is not merely acceptable, but it has no foreseeable consequence in their studies. It neither motivates nor deters the students in excelling academically in college.

Table 11. Correlation Analysis of College GPA and Attitude on Maintenance of Grades

Respondents	Attitude (X)	College GPA (Y)	X^2	Y^2	XY
BSED MATH	0.95	90.5	0.925	8190.25	85.975
BSED ENGLISH	1.35	91.1	1.8225	8299.25	122.985
BSED SCIENCE	1.78	90.4	3.1684	8172.16	160.912
Σ	4.08	272	5.8935	24661.62	369.872

t   =   - 0.1545   t – crit. =   2.920
|r| =   - 0.1527 (very weak negative relationship)

V. CONCLUSION

Best universities in the Philippines have produced quality graduates because of their effective admission policies. Logically, the MSU-Sulu College of Education has introduced selective admission and retention policy with the hope of improving the quality of its graduates and attracting the best and the brightest into the teaching profession.

Based on the findings, the researcher has concluded that the Mindanao State University – Sulu College of Education policy on maintenance of grades is acceptable to its students as revealed in their slightly positive attitude towards it. This establishes not only the legality of the MOG policy, but also reinforces its acceptability among its constituents in the university and "due to a large number of student applicants in universities and colleges around the world, selective admission policies have been implemented by higher education institutions to screen and accept quality students." (Nelvin R. Nool, Maria Agnes P. Ladia, Niño B. Corpuz, & Socrates A. Embesan, 2017: 1)

Since MSU-SASE and COED Aptitude Test Scores are not predictive of or has no impact to their College Academic Performance as discussed earlier, both entrance exams cannot be the sole indicator of the student's yardstick for admission to the university and its academic units as what was traditionally practiced. Although both exams are standardized and have a high level of validity, it is assumed that they basically do not measure other factors predictive of their college academic success such as "goal commitment that predicted GPA." (La Toya Bianca Smith, 2014: 130)

The Mindanao State University – Sulu can therefore, design or evolve a technology-based platform like a digital portfolio which includes the SHS GPA, college and career-readiness test scores, statement of goals, distinctive accomplishments or "badges," short essay, 2-minute video clip from portfolio presentation in order to capture student performance more effectively for admission, placement, and advising. (Roneeta Guha, Tony Wagner, Linda Darling-Hammond, Terri Taylor, and Diane Curtis, 2018: 26)

In admitting student applicants to the university, preference for their achievement in senior high school should be given attention as it is a good predictor or has an existing impact to their future academic success in college.

Moreover, preference for deserving students entails the selection from the top 30 percent of senior high school graduates in the province to be admitted in the university. As this study suggests, SHS graduates with honors and with high GPA tend to have good grades in their freshmen years. This practice is also common among first world countries that have high-quality education in the past decade. Evidently, the Ministry of Education in Malaysia has started in 2015 the policy of getting the teacher trainees from the top 30 percent of secondary achievers." (Yolanda Quijano, 2018: 10)

Lastly, this study asserts that the respondents' academic performance in college has very weak negative relationship with their attitude toward the maintenance of grades policy. This implies that students' attitude on the maintenance of grades has no significance on their college academic performance.