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UNRAVELING THE NEXUS: EXPLORING THE RELATIONSHIPS AMONG ACADEMIC PERFORMANCE, LEARNING OUTCOME ASSESSMENT (LOA) AND NATIONAL ACHIEVEMENT TEST (NAT) PERFORMANCE

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ABSTRACT

Purpose: The previous studies conducted by the researcher were always on the academic performance as a lone variable. With the return of the NAT Administration in 2023, the researcher desired to find out how the academic performance is affected by these two (2) forms of assessment for their results can be used to quantify judgement on learners' academic performance.

Methodology: The researcher used the descriptive-correlational method of research and aimed to establish the relationship among Grade 10 students' academic performance, their Learning Outcome Assessment (LOA) performance and their National Achievement Test (NAT) performance. This study applied the Total Enumeration Sampling Technique and used the Quantitative Research Approach. Frequency counts, Mean, Standard Deviation, Percentage, Pearson Product Moment Correlation and Spearman rank correlation coefficients were used.

Findings: The National Achievement Test is a reliable indicator of a student's academic ability, with high performance likely to lead to academic success. However, classroom achievement levels are less strongly tied to test scores and outcomes.

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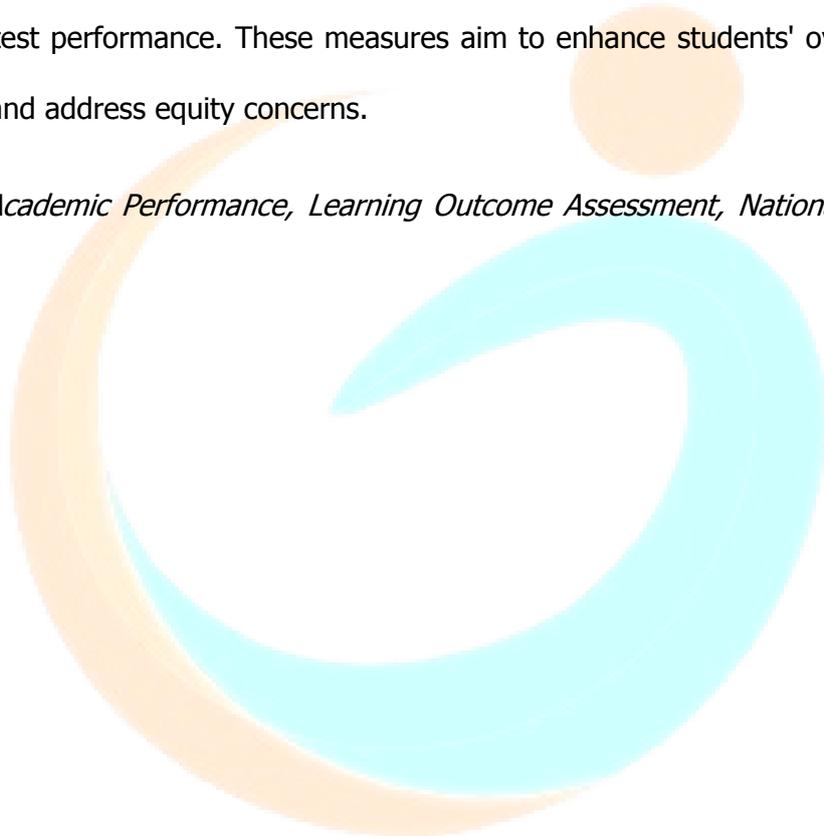
Conclusion and Recommendations: The National Achievement Test is a reliable indicator of a student's academic ability, with high performance likely to lead to academic success. However, classroom achievement is not as strongly tied to test scores or outcomes. To improve educational outcomes, recommendations include effective curriculum and instruction, teacher development, and future research to bridge the gap between classroom learning and standardized test performance. These measures aim to enhance students' overall academic performance and address equity concerns.

Keywords: *Academic Performance, Learning Outcome Assessment, National Achievement Test*