

**RELATION BETWEEN ACADEMIC PERFORMANCE OF
STUDENTS AT UNIVERSITY LEVEL AND
G. C. E. (ADVANCED LEVEL): A CASE STUDY AT THE
FACULTY OF SCIENCE, UNIVERSITY OF PERDAENIYA,
SRI LANKA**

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It is believed that there are relations of University students' performance with their academics, social and mastery background. However, there is a dearth of research with strong evidence in this regard. Thus, this study was focusing on assessing the impact of G.C.E. (A/L) students' performance, students' admission district, and students' attempt to enter University on students' academic performance at University level. This is a mixed method study. Student sample of the study was drawn from the Faculty of Science, University of Peradeniya. Student sample size was 1727 obtained from four consecutive batches from 2006 to 2009. A purposive sampling technique was used to obtain opinions from University academics and G.C.E. (A/L) science stream teachers. The quantitative data were collected through documents from Faculty of Science, University of Peradeniya. Semi-structured interviews were conducted to collect qualitative data. Quantitative data were analyzed through MS Excel 2010 and SPSS 17. Qualitative data were analyzed using content and thematic analyses. The study established that there is a moderate positive correlation between students' Z scores at G.C.E. (A/L) examination and their performance measured using students' Grade Point Average (GPA) at the University. The results of the study further revealed that there is a low relationship between students' districts of University admission and their performance at University level. There is a considerable positive correlation between student attempt to enter University and students' undergraduate performances. Approximately, 16.04 % first attempt students attained GPA 4.00 to 3.70 whereas 1.87 % third attempt student attained GPA 4.00 to 3.70. Students who admitted to the University at their first attempt have performed well at undergraduate level. It was also found that students' English literacy affects their University academic performances. Hence, the study recommends the government to improve English learning facilities of the students especially in disadvantageous districts. In addition, it would be advisable to admit students to state universities at their first attempt without looking for more attempts to enter for some specific courses. Thus, improving the students' academic background at their G.C.E. (A/L) and students' University admission practices have to be carefully considered in a way that the nation is benefitted.

Key words: G.C.E. (A/L), Science, GPA, Z-score, Undergraduates