How Valid the College Admission Methods Are?
An Investigation of College Students’ Academic Performance and Motivation among Different Admission Methods

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Abstract. It was found that Taiwanese college students admitted to university from different admission methods performed academically differently, even if certain demographic variables and their previous academic abilities (scores on College Entrance Examination in Subject Competence) were controlled. Specifically, those students admitted from the exam-based admission method were found to underperform those admitted from the application-based method. The researcher believes one of the possible explanations is that students admitted from two different methods have different “affect” factors. The current study revealed that, for students admitted from the application-based method, their intrinsic motivation significantly related to their college academic performance. On the other hand, for students admitted from the exam-based method, their extrinsic motivation, instead of their intrinsic motivation, was found to be significantly associated with their college performance. In addition, academic locus of control and academic self-esteem were both significantly correlated to college students’ academic performance regardless of their admission methods. In other words, the higher self-esteem and more internal academic locus of control the students had, the higher grade-point averages the got. The contributions of the current study allow educators and policy makers improve the overall predictive utility of such models predicting college students’ academic performance and develop a more nuanced understanding of the different paths that students can follow to obtain academic success.