

## ABSTRACT

### TRADITIONAL AND BLOCK SCHEDULING: A COMPARISON OF COLLEGE ACADEMIC PERFORMANCE LEVELS OF FIRST-YEAR STUDENTS WHO REPORT DIFFERENT HIGH SCHOOL ACADEMIC SCHEDULING PLANS

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The importance of investigating the relationship of the high school scheduling plan and academic performance, spans across the high school grades, and into college. The implementation of block scheduling as a means to address concerns in declining high school performance has been widely regarded as an effective strategy. The connection between the high school scheduling plan and collegiate performance has received little attention. High school administrators desiring to best equip students for success beyond graduation would do well to understand the relationship the school's scheduling plan may have on its students in their collegiate futures. Likewise, colleges desiring to best support first-year students to assimilate to collegiate academics would do well to understand the background from which students come, and the relationship the high school scheduling plan may have to academic performance. This study examined the relationship between the high school scheduling plan experienced by 203 first-year college students from a population of 320, and each students' academic performance during the first year of college, as defined by a self-report survey, including these areas: college grade point average [GPA]; test anxiety; academic competence; test competence; study strategies; and time management. Previous research studies show a mix of academic performance levels of high school students in block scheduling, some doing better and some doing more poorly, but studies on academic performance at the collegiate level relative to high

school scheduling are limited. Limitations of this study included the use of one institution in population sampling, and an inability to control the instructional practices and classroom routines and practices that participants may have experienced in high school. Results of this quantitative study, concluded that test anxiety, academic competence and time management each have a statistically significant relationship with high school schedule, and in each case those participants coming from a block schedule in high school are doing more poorly than those students coming from a traditional high school schedule. These results imply that experiencing a block schedule in high school may result in poorer academic performance in those areas.