

Correlation Between Academic Performance And On-The
Job-Training Performance of College of Technology
Graduates of De La Salle University - Aguineldo
During the School Years 1992-1993,
1993-1994, and 1994-1995

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ABSTRACT

NAME OF INSTITUTION: De La Salle University-Aguinaldo

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TITLE: Correlation Between Academic Performance - and On-The-Job Training Performance of College of Technology Graduates of De La Salle University - Aguineldo During the School Years 1992-1993, 1993-1994 and 1994-1995.

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OBJECTIVES OF THE STUDY:

A. GENERAL:

1. To determine the correlation between academic performance and on-the-job training performance of college of technology graduates of De La Salle University-Aguinaldo during the school years 1992-1993, 1993-1994 and 1994-1995.

B. SPECIFIC:

1. To find out the levels of performance in the academic and on-the-job training performance of the subjects.

2. To determine the differences of performance of two variables when they are grouped according to age, course finished, economic status and educational

attainment of parents.

3. To correlate the academic performance and on-the-job training performance of the subjects.

SCOPE AND COVERAGE:

The study attempted to obtain information from all the graduates of DLSU - A College of Technology during the school years 1992 - 1995. There were 160 graduates as the subjects of the study. Only those who graduated in the technician curriculum like Automotive, Electrical and Electronics were included in the study. This study covered the correlation of the variables academic performance and on-the-job training performance. The direct association of the demographic factors: age, course finished, economic status and educational attainment of parents to the variate and criterion variable were also investigated.

METHODOLOGY:

This study made use of the descriptive-documentary method of research. Data were gathered by the use of analysis of grading sheets on file. Statistical tools are as follows: (a) mean, (b) F - Test or One-way ANOVA and (c) Pearson r correlation.

MAJOR FINDINGS:

The following findings resulted from the study:

1. The mean academic performance of the technology graduates, school years 1992 - 1995 was 2.1857 which is considered fair.

2. The graduates had very good performance in their on-the-job training as evidenced by their mean rating of 2.7066.

3. The computed F-ratio of 0.0855 between academic performance and age, 1.7814 between academic performance and economic status and 1.7052 between academic performance and parents' educational attainment showed no relationship between the three sets of variables.

On the other hand, the computed F-ratio of 5.5093 between academic performance and course finished was highly significant. The significant differences lie between (a) academic performance of automotive technology graduates and electrical technology graduates, and (b) academic performance of electronics technology graduates and electrical technology graduates.

4. The computed F-ratio of 0.4104 between OJT performance and age, 2.2122 between OJT performance and

economic status, and 1.2847 between OJT performance and educational attainment of parents revealed no significant differences between the variables studied.

On the other hand, the computed F-ratio of 10.7998 between OJT performance and course finished is highly significant in favor of electrical technology graduates with the highest mean performance of 3.111. The significant differences lie between electronics and electrical graduates' OJT performance and between automotive and electrical graduates' OJT performance.

5. The computed $r = 0.5509$ between academic performance and OJT performance of technology graduates for three school years 1992 - 1995 revealed a moderate positive linear relationship existing between the main variables of this study which are academic performance and on-the-job training performance.

CONCLUSIONS:

1. The graduates of the three technology courses had fair performance in academic areas.

2. The very good OJT performance of the graduates showed their intense desire to really do well in their field of expertise.

3. Only the course finished was the variable affecting the academic performance and the OJT

performance of the subjects.

4. The academic performance of the graduates did not greatly affect their OJT performance.

RECOMMENDATIONS:

The researcher recommends the following measures to improve the technology program for Electrical, Electronics and Automotive.

1. The administrators should look into the strengths and weaknesses of the faculty members to improve their teaching skills or competencies in principles and methods of teaching (skills or competencies in principles and methods of teaching) and acquiring additional knowledge of the subject matter.

2. Since course finished is significant in the level of academic performance of the technology graduates, the College of Technology faculty and staff should motivate and encourage more the students to aspire for higher grades in their academic performance especially in the field of Automotive and Electronics Technology courses.

3. The graduates had a very good performance in their on-the-job training but since there was a highly significant difference between OJT performance and

course finished, the OJT Coordinator should monitor and discuss with the training supervisor of the company the guidelines in the performance evaluation of the trainee which must be more objective than subjective.

4. Faculty members of the College of Technology should prepare updated curriculum guides or syllabi which could be obtained thru workshops and seminars and they should be encouraged to enroll in the training institutions to upgrade their skills so that they could continually equip students with the advanced trends in technology as it has often been quoted that "Technology never stops changing, it grows rapidly."

5. Further study should be made on other areas of this research problem, specifically on the study habits and learning attitudes of the students to improve their academic performance, and also to improve the quality of the theoretical instruction in the College of Technology.

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