



ABSTRACT

Name of institution: De La Salle University – Dasmariñas

Address: Dasmariñas, Cavite

Title: “Core Self-Evaluation as Predictor of Academic Performance and Academic Satisfaction”

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Statement of the Problem

1. What is the core self-evaluation profile of the respondents?
2. What is the academic performance profile of the respondents?
3. What is the academic satisfaction profile of the respondents?
4. Is there a significant relationship between core self-evaluation and academic performance?
5. Is there a significant relationship between core self-evaluation and academic satisfaction?

**Hypothesis**

1. There is no significant relationship between core self-evaluation and academic performance satisfaction.
2. There is no significant relationship between core self-evaluation and academic satisfaction

Scope and Delimitation

The participants in the study are from the De La Salle University – Dasmariñas. The study did not take into consideration any global or regional cultural diversity or socio-economic status of the participants. This study also did not include two of the four facets featured in the original study by Judge, et. al (1997), which are locus of control and neuroticism. This is due to the relatively low factor loadings exhibited by these facets to the core self-evaluation construct.

Summary of Findings

1. First, there is no significant relationship between core self-evaluation and academic performance. It should be noted, however, that the results hint towards an inverse relationship. (Table 1)
2. There is a significant relationship between core self-evaluation and academic satisfaction, but there is no significant relationship between its two facets, self-esteem and generalized self-efficacy, and



academic satisfaction. There are also significant relationships between four criteria of academic satisfaction. These are degree content ($r = .344$, $p < 0.000$), personal development ($r = .303$, $p < 0.002$), overall satisfaction ($r = .258$, $p < 0.009$), and the learning community ($r = .334$, $p < 0.001$). This implies that under academic satisfaction, evaluations for the sub-facets 'degree content', 'personal development', 'overall satisfaction', and 'the learning community' can be most accurately predicted by the core self-evaluation construct. (Table 2)

Table 1. Correlation of core self-evaluation and academic performance

	Core Self-Evaluation
Academic Performance	$r = -.082$

*Correlation is significant at the 0.05 level (two-tailed)

**Correlation is significant at the 0.01 level (two-tailed)

Table 2. Correlation Matrix for Core Self Evaluation, Academic Satisfaction and its different criterion

	Core Self Evaluation
Academic Satisfaction	$r = .209^*$
Degree content	$r = .344^{**}$
Personal development	$r = .303^{**}$
Overall satisfaction	$r = .258^{**}$
Learning community	$r = .334^{**}$

*Correlation is significant at the 0.05 level (two-tailed)

**Correlation is significant at the 0.01 level (two-tailed)



Conclusion

1. The results demonstrated the viability of the core self-evaluation, academic performance and academic satisfaction model, which was the primary objective of the study. The study goes further demonstrating the existence of a direct relationship between core self-evaluation and academic satisfaction.
2. The finer points of the relationship between core self-evaluation, academic performance and academic satisfaction are yet to be fully defined. This presents an opportunity for further study by future researchers.
3. The results suggested the existence of intervening variables in one or more criterion of academic satisfaction. These variables either affected or mediated the relationship between the former and core self-evaluation. No controls or intervening variables were isolated before the study was undertaken.
4. The study has contributed more evidence to the existing rationale that performance is affected by personality characteristics as much as other factors such as extrinsic motivations, and that satisfaction enjoyed by students can be affected by their self-concept, as well as from a myriad of other external sources.

**Recommendations**

1. Future studies may attempt to obtain a copy and permission to use the Core Self-Evaluation Scale developed by Judge, et.al as their research instrument.
2. The study utilized a multi-dimensional concept of academic performance and academic satisfaction. Future research efforts can attempt to utilize the core self-evaluation instrument, as well as a uni-dimensional academic performance and academic satisfaction construct and instrument.
3. Future studies should be directed towards the identification, examination and isolation of mediating factors.



De La Salle University – Dasmariñas

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