

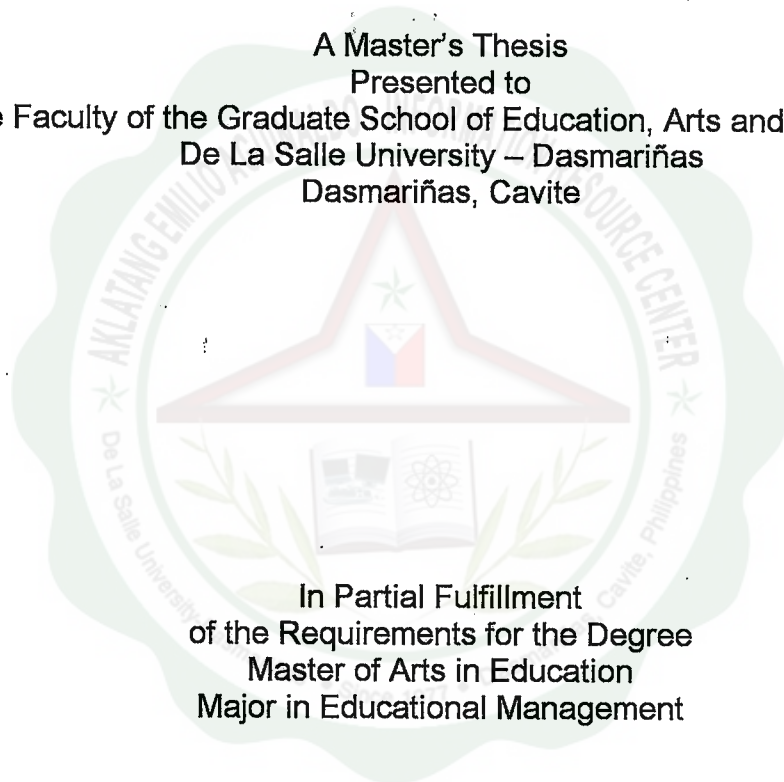


**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**CORRELATES OF LICENSURE EXAMINATION PERFORMANCE OF  
RADIOLOGIC TECHNOLOGY GRADUATES  
FROM 1998 TO 2004**

A Master's Thesis  
Presented to  
the Faculty of the Graduate School of Education, Arts and Sciences  
De La Salle University – Dasmariñas  
Dasmariñas, Cavite



In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

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**ABSTRACT**

Name of Institution : De La Salle University – Dasmariñas  
Address : Dasmariñas, Cavite  
Title : **CORRELATES OF LICENSURE**

**EXAMINATION PERFORMANCE OF  
RADIOLOGIC TECHNOLOGY**

**GRADUATES**

**FROM 1998 TO 2004**

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**STATEMENT OF THE PROBLEM:**

This study sought to investigate the correlates of licensure examination performance of Radiologic Technology graduates of De La Salle – Health Sciences Campus from 1998 to 2004 with the end goal of developing a revitalized review class program, which will serve as a tool towards improving the licensure examination performance of RT graduates.



Specifically this study answered the following questions:

1. What is the performance of the graduates in the following correlates, namely: (a) GPAs in English, Mathematics and Science, (b) professional courses and (c) internship training program?

1.1 Are there significant correlations to the licensure examination performance of the graduates from 1998 to 2004?

2. What is the licensure examination performance of the respondents from 1998 to 2004?

2.1 Are there significant differences in the licensure examination performance of the graduates from 1998 to 2004 when grouped according to college intervention policy?

3. Based on the findings of the study, what could be proposed in order to revitalize the existing review class program?

It was hypothesized in the study that:

1. GPAs in English, Mathematics and Science, professional courses and internship training program are not significantly correlated to the licensure examination performance of the graduates from 1998 to 2004.

2. There are no significant differences in the licensure examination performance of the graduates from 1998 to 2004 when grouped according to college intervention policy.



### **SCOPE AND COVERAGE**

The study covered 295 graduates of the Bachelor of Science in Radiologic Technology of De La Salle - Health Sciences Campus from 1998 to 2004.

The present undertaking focused on the correlates of licensure examination performance. Specifically, it delved on the correlation of GPAs in English, Mathematics, Science, professional courses and internship training program to the licensure examination performance. Furthermore, significant difference in the licensure examination performance according to college intervention policy was investigated. Part of the limitation of the study focused on the number of graduates included in the study. Only those graduates from a particular year and those who had taken the licensure examination for the first time were included in the study. Repeaters were not included in the study.

### **METHODOLOGY**

The study made use of the descriptive-correlational method of research. Documentary analysis of data was extensively utilized by the researcher in connection with data coming from the Registrar's Office and from the Educational Statistics Task Force (ESTF) of the Professional Regulation Commission. The study covered Radiologic Technology graduates from 1998 to 2004 who took the licensure examination for the first time. A total of 295 graduates were included in the study.



Frequency, percentage, mean, standard deviation, Pearson' product moment of correlation, t-test of uncorrelated means and multiple regression were the statistical tools employed in the study.

### **FINDINGS**

The following were the findings of the study:

1. The GPA in English of the respondents was satisfactory with a mean of 84.40 and a standard deviation of 3.88. Furthermore, it was also revealed in the table that the grades of the graduates of 2002 and 2003 were more dispersed as compared to the other years. This was evidently shown by the standard deviation value of 4.83 and 4.18 respectively.

2. The GPA in mathematics of the respondents was satisfactory with a mean of 84.10 with a standard deviation of 5.08. Moreover, the table revealed that the grades of the graduates of 2004 were more dispersed as compared to the other years. This was clearly shown by the standard deviation value of 5.16.

3. The GPA in science of the respondents was satisfactory with a mean of 83.27 and a standard deviation of 4.53. In addition, the highest standard deviation value of 5.52 indicated that the GPA in science of 2001 graduates was more dispersed as compared to the graduates of the other years.

4. The performance of the respondents in the professional courses was satisfactory with a mean of 84.71 and a standard deviation of 4.11.



Additionally, the table revealed that the performance of the graduates of 2003 in the professional courses was slightly dispersed as compared to the other years. This was indicated by the standard deviation value of 4.52.

5. The performance of the graduates in the internship training program was satisfactory with a mean of 86.02 and a standard deviation of 4.50. Moreover, the highest standard deviation value of 5.02 indicated that the internship performance of the 2000 graduates was more dispersed as compared to the graduates of the other years.

6. The  $r$  – value of 0.53 indicated a high positive correlation between GPA in English and licensure examination performance. The null hypothesis was rejected.

7. The  $r$  – value of 0.48 showed that moderately small positive correlation, existed between GPA in math and licensure examination performance. The null hypothesis was rejected.

8. The  $r$  – value of 0.43 indicated a moderately small positive correlation between GPA in science and licensure examination performance. The null hypothesis was rejected.

9. The  $r$  – value of 0.64 indicated a high positive correlation between performance in the professional courses and licensure examination performance. These findings warrant the rejection of the null hypothesis.



10. The  $r$  – value of 0.41 showed that moderately small positive correlation existed between performance in the internship training program and licensure examination performance. The null hypothesis was rejected.

11. The computation arrived at a regression formula of  
$$Y = - 57.465 + 0.205 (X_1) + 0.272 (X_2) + -0.015 (X_3) + 0.754 (X_4) + 0.306 (X_5)$$

Moreover, the computed p-value for the five correlates of licensure examination performance are as follows, (a) GPAs in English (0.092 – not significant), Math (0.001 – significant) and Science (0.879 – not significant), (b) performance in the professional courses (0.000 – significant) and (c) internship performance (0.000 – significant).

12. The highest mean of 75.61 (passed) with a standard deviation of 6.64 was posted in 2003 while the lowest mean of 67.72 with a standard deviation of 6.90 was posted during 2000. In general, the mean of 71.52 and standard deviation of 7.61 revealed that the licensure examination performance was failed. Furthermore, out of 295 examinees, 154 or 52.20% failed in the licensure examination from 1998 to 2004. On the other hand, 7 or 2.37% had satisfactory performance, 37 or 12.54% had fair performance and 97 or 32.88% had passing licensure examination performance.

13. The graduates who took the licensure examination without the college intervention policy (provisions for review class) had a mean of 70.31 and a standard deviation of 7.60 while those graduates who took the



licensure examination with the college intervention (with review class) had a mean of 72.73 and a standard deviation of 7.45. The computed  $t$  – ratio of 2.769 and  $p$  – value of 0.006 revealed the existence of significant difference in the licensure examination performance when the respondents were grouped according to college intervention policy. An increase in the mean score in the licensure examination was noticed among the graduates who were given college intervention policy. Therefore, the null hypothesis was rejected.

### CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

1. The respondents had a satisfactory performance in English, Mathematics, Science, professional courses performance and internship training program.

1.1 GPA in English and performance in the professional courses are highly correlated with the licensure examination performance.

1.2 Moderately small positive correlation existed between GPAs in Mathematics, Science, performance in the internship training program and licensure examination performance.

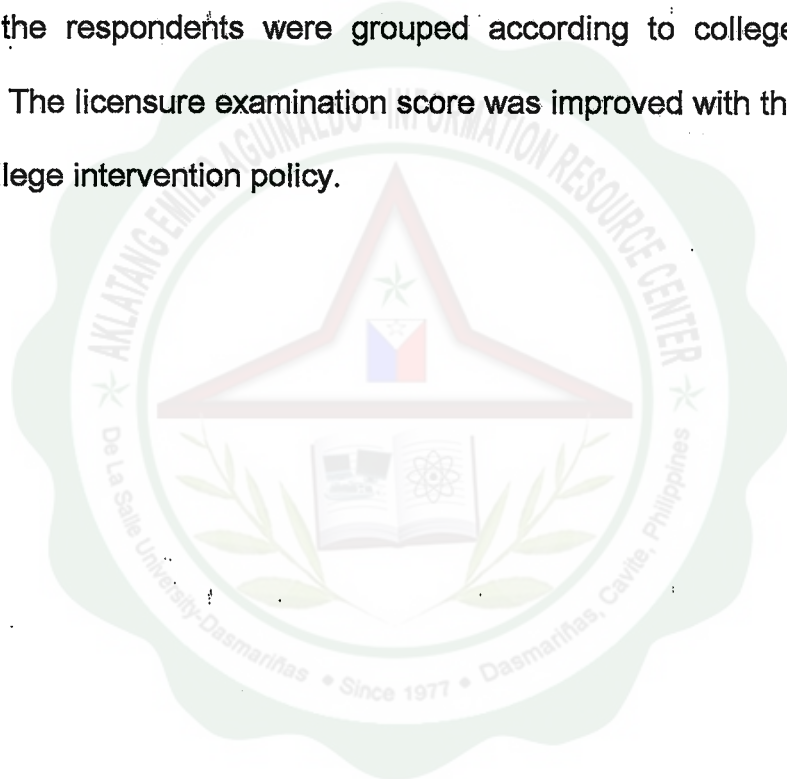
2. Failed licensure examination performance was recorded when the respondents were taken as a whole. More than half of the examinees





included in the study had failed in the licensure exam. Moreover, only a few number of examinees had satisfactory licensure examination performance and greater number of examinees had passing performance in the licensure examination.

2.1 Heterogeneity existed in the licensure examination performance when the respondents were grouped according to college intervention policy. The licensure examination score was improved with the presence of the college intervention policy.





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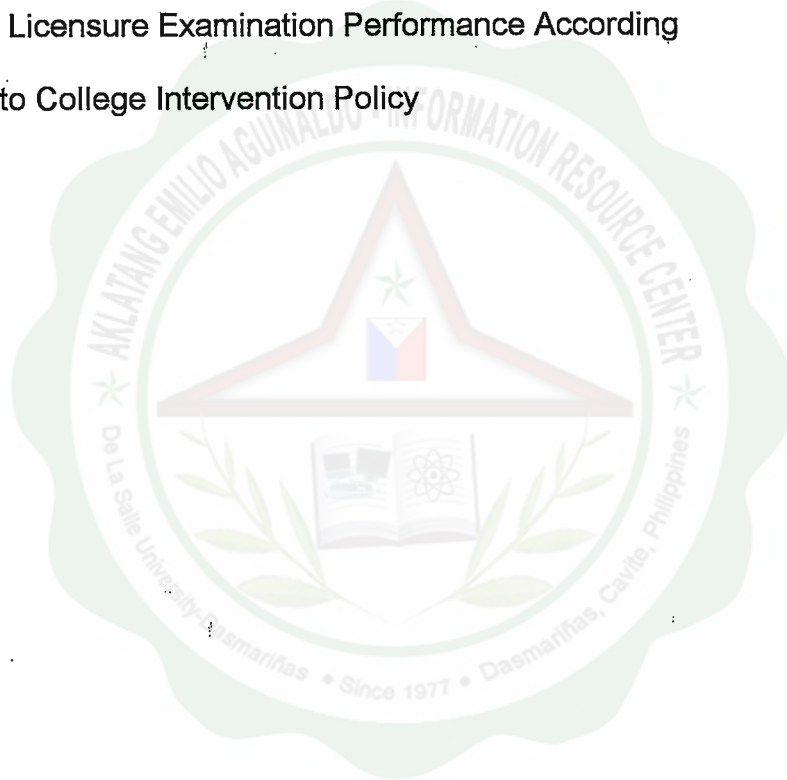
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