FACTORS CORRELATED TO ACADEMIC PERFORMANCE OF THIRD YEAR B.S. PHYSICAL THRERAPY STUDENTS OF DE LA SALLE UNIVERSITY-EMILIO AGUINALDO COLLEGE, 1991-1992

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by

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TABLE OF CONTENTS

		Page
	TITLE PAGE	i
	APPROVAL SHEET	ii
	ACKNOWLEDGMENT	iii
	TABLE OF CONTENTS	v
	LIST OF TABLES	ix
	LIST OF FIGURES	xi
	ABSTRACT	xii
Chapter		
I	THE PROBLEM AND ITS SETTING	1
	Introduction	1
	Background of the Study	2
	Conceptual Framework	3
	Statement of the Problem	4
	Hypotheses of the Study	6
	Scope of the Study	7
	Importance of the Study	7
	Definition of Terms	9
II	REVIEW OF RELATED LITERATURE	12
	CONCEPTUAL LITERATURE	12
	Factors Affecting Future Academic Performance	12
	RESEARCH LITERATURE	14

III RESEARCH METHODOLOGY 21

Research Design. 21

Population and Sample of the Study 22

Research Instrument. 22

Data Analyses. 22

IV PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA 26

Performance in the Qulaifying Examination. . 26

Grade Weighted Average in Pre-PT Years . . . 27

Performance in the Interview 28

Performance in the Psychological Examination. 28

Correlation Between Performance in the Qualifying Examination and Academic Performance in Third Year PT-Proper First Semester 32

Correlation Between Performance in the Qualifying Examination and Academic Performance in the Third Year P.T. Proper Second Semester. 35

Correlation Between Performance in the Qualifying Examination and Academic Perfromance in the Third Year PT-Proper Combined Semesters 39

Correlation Between Grade Weighted Average in the Pre-P.T. Years and Academic Performance in the Third Year First Semester 43

Correlation Between Grade Weighted Average in the Pre-P.T. Years and Academic Performance in the Third Year Second Semester. 47

Correlation Between Grade Weighted Average in the Pre-P.T. Years and Academic Performance in the Third Year PT-Proper Combined Semesters 51

Correlation Between Performance in the Interview and Academic Performance in the Third Year PT-Proper First Semester. 54

Correlation Between Performance in the Interview and Academic Performance in Third Year PT-Proper Second Semester 56

Correlation Between Performance in the Interview and Academic Performance in Third Year PT-Proper Combined Semesters. . . 57

Correlation Between Performance in the Psychological Evaluation and Academic Performance in Third Year PT-Proper First Semester 59

Correlation Between Performance in Psychological Evaluation and Academic Performance in Third Year PT-Proper Second Semester. 60

Correlation Between Performance in Psychological Evaluation and Academic Performance in Third Year PT-Proper Combined Semesters. 61

Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years and Academic Performance in Third Year PT-Proper First Semester 63

Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years Versus Academic Performance in Third Year PT-Proper Second Semester. 64

Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years Versus Academic Performance in Third Year PT-Proper Combined Semester. 66

V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . 69

Summary. 69

Summary of Findings. 72

Conclusions. 74

Recommendations. 75

BIBLIOGRAPGY 78

APPENDICES 80

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LIST OF TABLES

Table		Page
1	Performances in the Qualifying Examination , Grade Weighted average in PT years, Interview and Psychological Evaluation of the Third Year B.S. Physical Therapy Students	27
2	Academic Performance of the Respondents During Their Third Year PT-Proper	30
3	Pearson Correlation Matrix	32
4	Pearson Correlation Matrix.	43
5a	Correlation Between Performance in Interview and Academic Performance in Third Year P.T-Proper First Semester. . . .	55
5b	Correlation Between Performance in Interview and Academic Performance in Third Year P.T-Proper Second Semester. .	56
5c	Correlation Between Performance in Interview and Academic Performance in Third Year P.T-Proper Combined Semesters. .	58
6a	Correlation Between Performance in Psychological Evaluation and Academic Performance in Third Year P.T-Proper First Semester.	59
6b	Correlation Between Performance in Psychological Evaluation and Academic Performance in Third Year P.T-Proper Second Semester	61
6c	Correlation Between Performance in Psychological Evaluation and Academic Performance in Third Year P.T-Proper Combined Semesters.	62

7a Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years Versus Academic Performance in Third Year PT-Proper First Semester 64

7b Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years Versus Academic Performance in Third Year PT-Proper Second Semester. . . . 66

7c Weighted Linear Combination of Qualifying Examination and Grade Weighted Average During the Pre-P.T. Years Versus Academic Performance in Third Year PT-Proper Combined Semesters . . 67

LIST OF FIGURES

Figure		Page
1	Variables and their Relationships	4
2	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper First Semester Between Performance in the Qualifying Examination	34
3	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper Second Semester Between Performance in the Qualifying Examination	37
4	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper Combined Semesters Between Performance in the Qualifying Examination	41
5	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper First Semester and Grade Weighted Average	46
6	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper Second Semester and Grade Weighted Average.	49
7	Scatterplot and Regression Analysis of Performance in the Third Year P.T. Proper Combined Semesters and Grade Weighted Average.	53

ABSTRACT

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Title of Thesis : FACTORS CORRELATED TO ACADEMIC PERFORMANCE OF THIRD YEAR B.S. PHYSICAL THERAPY STUDENTS OF DE LA SALLE UNIVERSITY-EMILIO AGUINALDO COLLEGE, 1991-1992.

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Summary :

This study sought to determine if there is relationship between performance in qualifying examination, grade weighted average in Pre-PT years, interview, and psychological evaluation and academic performance in the third year PT-Proper of De La Salle University-EAC, 1991-1992.

Specifically, this study sought to answer the following questions:

1. What are the performances in the a) qualifying examination, b) grade weighted average in Pre-PT years, c) interview, and d) psychological evaluation of the third year BS Physical Therapy students of DLSU-EAC,

1991-1992? What is their average rank in all the four performances combined?

2. What is the academic performance of the respondents during their third year in PT-Proper?

3. Is there a correlation between performance in the qualifying examination and the academic performance in a) third year PT-Proper first semester, b) third year PT-Proper second semester, and c) third year PT-Proper combined semesters?

4. Is there correlation between grade weighted average in Pre-PT years and academic performances in a) third year PT-Proper first semester, b) third year PT-Proper second semester, and c) third year PT-Proper combined semesters?

5. Is there a correlation between performances in the interview and academic performances in a) third year PT-Proper first semester, b) third year PT-Proper second semester, and c) third year PT-Proper combined semesters?

6. Is there a correlation between performances in the psychological evaluation and academic performance in a) third year PT-Proper first semester, b) third year PT-Proper second semester, and c) third year PT-Proper combined semesters?

7. What is the weighted linear combination of all the significant variables in predicting academic

performance in the third year PT-Proper?

Methodology :

Data Gathering :

Ss: All of the 111 regular and 3 of the 45 irregular students in the third year PT-Proper of DLSU-EAC, 1991-1992.

Data Gathering Technique :

A documentary analysis of the records obtained from the Office of the Dean, College of Physical Therapy and Registrar's Office.

The mean, standard deviation, coefficient of variation, Pearson Product Moment Correlation, and Multiple regression were the statistical treatment used in this study.

The mean was used in the following : a) performance in the qualifying examination, b) grade weighted average in Pre-PT years, c) performance in the interview, and d) performance in the psychological evaluation.

Pearson Product Moment Correlation was used to determine the correlation between performance in third year PT-Proper and a) performance in qualifying examination, b) grade weighted average in Pre-PT years, c) performance in the interview, and d) performance in the psychological evaluation.

Multiple Regression was used to determine the weighted linear combinations of the significant variables in predicting academic performance in the third year PT-Proper.

Findings

1. The average performance in the qualifying examination of the third year PT-Proper students of DLSU-Aguinaldo during the school year 1991-1992 was 149.754 (in a 300 item test). They were heterogeneous in terms of performance in this examination.

The mean of their grade weighted averages in Pre-PT years was 85.711 described as good in the institutional grading system. The respondents were homogeneous in terms of grade weighted average in their Pre-PT years.

The mean performance of the respondents in the interview was 86.982 (the highest possible score is 100) and they are homogeneous in terms of this variable.

In the psychological evaluation the respondents had a mean perfromance of 67.667 (the highest possible score is 100) and they were heterogeneous in terms of this variable.

The average rank of the respondents in their combined performances in the four variables was 70.630 (the highest possible score is 100). They were

homogeneous in their combined performances. A weight of 35 percent was given to qualifying examination, 30 percent for grade weighted average, 20 percent for psychological evaluation, and 15 percent for interview.

2. The average academic performance of the respondents during their first semester in third year PT-Proper was 1.504 which was described as fair. During the second semester their average academic performance was 1.541 also described as fair. Their combined average academic performance in the two semesters was 1.525 which was also described as fair.

3. The performance in qualifying examination was moderately correlated to academic performance of the respondents during the first semester, second semester, and combined semesters in the third year PT-Proper.

4. There is a moderate correlation between grade weighted average during Pre-PT years and the academic performance of the respondents during their first semester, second semester, and combined semesters in their third year PT-Proper.

5. Their performance in the interview was not correlated to their academic performance in the first semester, second semester, and combined semesters during their third year PT-Proper.

6. There was no correlation between their performance in the psychological evaluation and their academic performance in the first semester, and combined semesters during their third year PT-Proper.

7. There was an increase in correlation when the weighted linear combination of qualifying examination and grade weighted average during their Pre-PT years was correlated with their academic performance during the first semester, second semester, and combined semesters in their third year in their PT-Proper.

Conclusions

In the light of the above findings, the following conclusions were drawn:

1. The respondents had low performance in the qualifying examination consedering 300 as total number of items. They performed well during their Pre-Pt years. They also performed well in the interview. Their performance in the psychological examination was fair.

2. They performed fairly in their third year in PT-Proper.

3. Among the four measures presently used by the DLSU-Aguinaldo, College of Physical Therapy for admission in the PT-Proper only two were predictors of academic performance. These two measures were qualifying

examination and the grade weighted average during the Pre-PT years. Those who performed high in the qualifying examination and those who had high grade weighted average during the Pre-PT years were those who performed high academically in their third year PT-Proper. Those who performed low in these two variables were also those who performed low in third year PT-Proper.

4. The interview and psychological evaluation were not predictors of academic performance in the third year PT-Proper. This may be because interview tends to be more subjective and psychological examination is more of a measure of behavior than mental ability.

5. There was an increase in correlation when the linear combination of the qualifying examination and grade weighted average during Pre-Pt years was used.

6. Multiple correlation was more useful in predicting academic performance than using only one predictor.

Recommendations

In the light of the findings of this study, the following are strongly recommended:

1. The qualifying examination and grade weighted average in the Pre-PT years should be maitained as bases for admission in PT-Proper.