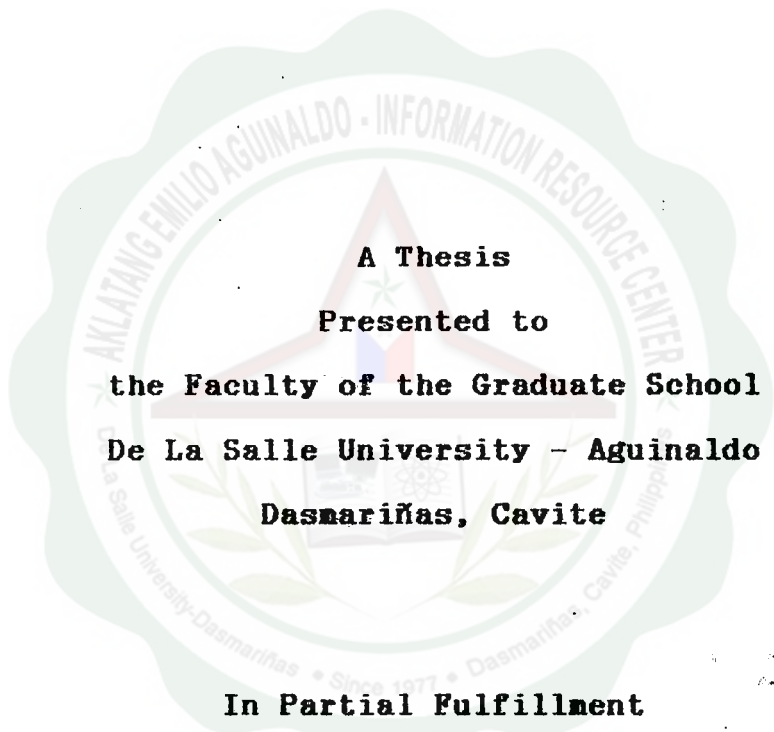


**RELATIONSHIP OF LIBERAL ARTS PREPARATION AND THEORETICAL
PREPARATION TO THE PERFORMANCE IN ACTUAL CLINICAL DUTY
OF FOURTH YEAR NURSING STUDENTS OF
DLSU - EAC SY 1991 - 92**

100
31 JUL 2001



**A Thesis
Presented to
the Faculty of the Graduate School
De La Salle University - Aginaldo
Dasmariñas, Cavite**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education**

by

Julieta B. Monzon

July 1993

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF APPENDIX	xi
ABSTRACT	xii
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Background of the Study	3
Conceptual Framework	4
Statement of the Problem	5
Specific Problem	6
Hypothesis of the Study	7
Scope of the Study	7
Importance of the Study	8
Definition of Terms	10
2 REVIEW OF RELATED LITERATURE AND STUDIES	13
Conceptual Literature	13
Clinical Performance	13
Research Literature	14
3 RESEARCH METHODOLOGY	22
Research Design	22
Population Design	23
Source of Data	24
Statistical Treatment	25

	Page
4 PRESENTATION, ANALYSES AND INTERPRETATION OF DATA	29
5 SUMMARY, CONCLUSIONS AND RECOMMENDATION	91
BIBLIOGRAPHY	98
APPENDIX	101
CURRICULUM VITAE	102



LIST OF TABLES

Table	Title	Page
1	Performance in Liberal Arts Preparation	30
2	Performance in Five Theoretical Preparation ..	32
3	Performance in Five Actual Clinical Duty	34
4A	Liberal Arts Preparation According to Sex	35
4B	Comparison of Liberal Arts Preparation According to Scholastic Aptitude	37
5A ₁	Comparison of Performance in N-102 Lecture According to Sex	38
5A ₂	Comparison of Performance in N-103 Lecture According to Sex	39
5A ₃	Comparison of Performance in N-104 Lecture According to Sex	40
5A ₄	Comparison of Performance in N-105 Lecture According to Sex	41
5A ₅	Comparison of Performance in N-106 Lecture According to Sex	42
5B ₁	Comparison of N-102 Lecture According to Scholastic Aptitude	43
5B ₂	Comparison of N-103 Lecture According to Scholastic Aptitude	44
5B ₃	Comparison of N-104 Lecture According to Scholastic Aptitude	45
5B ₄	Comparison of N-105 Lecture According to Scholastic Aptitude	46
5B ₅	Comparison of N-106 Lecture According to Scholastic Aptitude	47
6A ₁	Comparison of Performance in N-102 Actual Clinical Duty According to Sex	48

De La Salle University – Aguinaldo
GRADUATE SCHOOL

Page

		Page
6A ₂	Comparison of Performance in N-103 Actual Clinical Duty According to Sex	49
6A ₃	Comparison of Performance in N-104 Actual Clinical Duty According to Sex	50
6A ₄	Comparison of Performance in N-105 Actual Clinical Duty According to Sex	51
6A ₅	Comparison of Performance in N-106 Actual Clinical Duty According to Sex	52
6B ₁	Comparison of N-102 Actual Clinical Duty According to Scholastic Aptitude	53
6B ₂	Comparison of N-103 Actual Clinical Duty According to Scholastic Aptitude	54
6B ₃	Comparison of N-104 Actual Clinical Duty According to Scholastic Aptitude	55
6B ₄	Comparison of N-105 Actual Clinical Duty According to Scholastic Aptitude	55
6B ₅	Comparison of N-106 Actual Clinical Duty According to Scholastic Aptitude	56
7A	Pearson Correlation Matrix	57
7B	Pearson Correlation Matrix	61
7C	Pearson Correlation Matrix	65
7D	Pearson Correlation Matrix	68
7E	Pearson Correlation Matrix	71
8A	Pearson Correlation Matrix	74
8B	Pearson Correlation Matrix	78
8C	Pearson Correlation Matrix	81
8D	Pearson Correlation Matrix	84
8E	Pearson Correlation Matrix	87

LIST OF FIGURES

Figure		Page
1	Conceptual Model	4
2	Profile of the Respondents According to Sex	24
3	Profile of the Respondents According to Scholastic Aptitude	25
4	Scatterplot of Performance in N-102 Actual Clinical Duty Versus Performance in Liberal Arts Preparation	59
5	Scatterplot of Performance in N-103 Actual Clinical Duty Versus Performance in Liberal Arts Preparation	63
6	Scatterplot of Performance in N-104 Actual Clinical Duty Versus Performance in Liberal Arts Preparation	66
7	Scatterplot of Performance in N-105 Actual Clinical Duty Versus Performance in Liberal Arts Preparation	69
8	Scatterplot of Performance in N-106 Actual Clinical Duty Versus Performance in Liberal Arts Preparation	72
9	Scatterplot of Performance in N-102 Actual Clinical Duty Versus N-102 Lecture	76
10	Scatterplot of Performance in N-103 Actual Clinical Duty Versus N-103 Lecture	79
11	Scatterplot of Performance in N-104 Actual Clinical Duty Versus N-104 Lecture	82
12	Scatterplot of Performance in N-105 Actual Clinical Duty Versus N-105 Lecture	85
13	Scatterplot of Performance in N-106 Actual Clinical Duty Versus N-106 Lecture	88

• LIST OF APPENDIX

	Page
Appendix A Certification of the Statistician	101



ABSTRACT

Author : Monzon, Julieta B.
Title of thesis: Relationships of Liberal Arts Preparation and Theoretical Preparation to the Performance in Actual Clinical Duty of Fourth Year Nursing Students of De La Salle University-Emilio Aguinaldo College, SY 1991-1992.
Degree : Master of Arts in Education
Specialization : Guidance and Counseling
Date Completed : July 1993

Objectives

General

To determine the relationship of Liberal Arts Preparation and Theoretical Preparation to the performance in Actual Clinical Duty of fourth year nursing students of DLSU-EAC, SY 1991-1992.

Specifically, this study aimed to:

1. Find out the performance in the the Liberal Arts Preparation of fourth year nursing students of De La Salle University-EAC, SY 1991-1992.
2. Determine their performance in each of the five Theoretical Preparation.
3. Find out their performance in each of the five Actual Clinical Duty.
4. Determine the differences in the Liberal Arts Preparation when the respondents are grouped according to sex and scholastic aptitude.

5. Find out the differences in the performances in each of the Theoretical Preparation when they are grouped according to sex and scholastic aptitude.

6. Find out the differences in the performances in each of the five Actual Clinical Duty when they are grouped according to sex and scholastic aptitude.

7. Determine the correlation between their performance in each of the five Actual Clinical Duty and their performance in Liberal Arts Preparation.

8. Determine the correlation between the five Actual Clinical Duty and performance in each of the corresponding Theoretical Preparation.

Methodology

Documentary Analysis

Data Analyses

Mean, t-test of uncorrelated means, F-test or One-Way ANOVA, and Pearson Product Moment Correlation were the main statistical treatments used to investigate the hypothesized relationships between variables.

Results

1. The fourth year nursing students of DLSU-EAC, SY 1991-1992 performed good in their Liberal Arts courses.

2. The performance of the respondents in each of the five Theoretical Preparations ranged from satisfactory to good.

3. The performance of the respondents in each of the actual clinical duties also ranged from satisfactory to good.

4. There were no differences in their performances in Liberal Arts courses when the respondents were grouped according to sex. These performances differed when the respondents were grouped according to scholastic aptitude. Those with high scholastic aptitude performed best followed by those with average scholastic aptitude and low scholastic aptitude.

5. There were no differences in the performance of the respondents in the lecture portion or Theoretical Preparation of the five nursing courses when they were grouped according to sex. In terms of scholastic aptitude, only the performance in the lecture portion of Nursing-102 differed. Those with high scholastic aptitude performed better followed by those with average scholastic aptitude, and low scholastic aptitude.

6. There were no differences in the performances of the respondents in Actual Clinical Duty when they were grouped according to sex. In terms of scholastic aptitude only the performance in the Actual Clinical Duty of

Nursing-102 differed. Those with high scholastic aptitude performed better followed by those with average and low scholastic aptitude.

7. There existed a moderate positive to high positive correlation between performance in each Actual Clinical Duty in the five nursing courses and Liberal Arts Preparation. Those who performed high in Liberal Arts courses were those who performed high in each Actual Clinical Duty. Those who performed low in Liberal Arts courses were those who performed low in Actual Clinical Duty.

8. There existed a moderate to high positive correlation between performances in each of Actual Clinical Duty and each Theoretical Preparation in the five nursing courses. Those who performed high in Theoretical Preparation were those who performed high in Actual Clinical Duty. Those who performed low in Theoretical Preparation were those who also performed low in each Actual Clinical Duty.

Recommendations

In the light of the findings yielded in this investigation, the following are recommended:

1. The performance in Liberal Arts courses could be maintained as basis for admission in Nursing proper;

2. The Theoretical Preparation or Lecture portion of Nursing could be maintained as basis for passing/failing in the Nursing courses.

3. Teachers and administrators should encourage Nursing students to do better in Theoretical Preparation so they could perform well in the Actual Clinical Duty;

4. Administrators to strengthen the Theoretical Preparation program to assure better performance of students in the Actual Clinical Duty;

5. Administrator to launch campaign projects to encourage more male students to enrol in Nursing as they are found to fare equally with their female counterparts, and;

6. Further studies on the comparison of one - teacher instructional approach in both portion/aspects of Nursing courses and 2 teacher approach could be conducted. Duplication of the present study could be conducted to include all the Nursing courses and to include more respondents.

intelligently and persistently in his desire to improve". According to Juan L. Manuel (1974) the primary motive of the curriculum should be specified that it is a means of integrating education and life. The content of all subject areas in all levels should be related to the condition of the time. The curriculum must be viewed not in term of facts or subjects matter to be mastered but in terms of learnings to be acquired and applied in meeting everyday situation (Rodriguez, 1974).

The De La Salle University-Emilio Aguinaldo College was formerly General Emilio Aguinaldo College (GEAC). The word "General" was removed thus the school's name was Emilio Aguinaldo College (EAC). During the time when it was GEAC the nursing courses being offered were the 3 - year Graduate in Nursing (GN) and the 4 - year Bachelor of Science in Nursing (BSN). Having finished GN, students in the old curriculum who wanted to earn a bachelor degree were required to take one - year Supplemental Course. In the year 1981, GN was phased out and BSN remained. On June, 1987, De La Salle University (DLSU) bought EAC and the BSN curriculum continued to be in effect. The instructional approach is team teaching. Three to four faculty members handle the lecture or theory aspect and 1 separate clinical instructor handles the actual clinical duty. In each nursing subject both the lecture and

actual clinical duty have separate weighted units and numbers of hours. In N - 102 lecture has an equivalent weight of 4 units and Actual Duty has 2 units. In N - 103 lecture has 6 units and actual duty has 5 units. In N - 104 lecture has 6 units and actual duty has 7 units. In N - 105 lecture has 5 units and actual duty has 6 units and in N - 106 lecture has 3 units while actual duty has 7 units.

This instructional approach in the College of Nursing supports its mission to integrate knowledge with practice to produce competencies that will reflect the standard of the Institution at large and utilize these gain to meet the needs of the family, individual and society".

Background of the Study

The nursing students at the College of Nursing, DLSU-EAC are expected to follow certain policies. In first year they are required to enrol in minor and cognate subjects at the College of Arts and Sciences. In second year, they start their internship which continues up to fourth year. They take nursing courses from Nursing 101 to Nursing 107.

It has been observed that several times nursing students passed the clinical duty but failed in theoretical preparation. In view of this, the researcher

wanted to investigate the best predictor of performance in the actual clinical duty. She was motivated to find out if the Liberal Arts Preparation or Theoretical Preparation (lecture portion of each nursing course) could predict the performance in Actual Clinical Duty.

Conceptual Framework

This study was anchored on the concept of Verlinde that grades are assessment of the present level of achievement in the future. The relationship of the variables in this study is plotted along the following conceptual framework:

Figure 1. Conceptual Model

Variates

Criterion Variable

