L A SALLE UNIVERSITY
Lasallian Research Forum

Foreword

At La Salle University, Academic Non-teaching Personnel who have faculty status are required to conduct research just like the teaching faculty are required to do. Hence, this issue of the Lasallian Research Forum features some papers done by the university's Guidance Director, Admissions Director, the guidance counselor of the College of Engineering and Computer Studies over and above the second research output of Dr Rezyl Mallorca this semester and the output for the first semester by the university's best researcher and university statistician, Mr Merven Pailden.

The first study entitled *Scholastic Aptitude of College Froshies of La Salle University* was conducted by **Eva Maureen Baga-an** and **Zephyr Love Mutia** of the Guidance and Admission Offices. They teamed up to identify the verbal scholastic aptitude and general school ability index of all first year students this School Year 2008-2009. Results showed that majority of these college froshies are not prepared for college academic tasks.

Featured next is the paper on *Scholastic Aptitudes and the Academic Achievement of* LSU *Sophomores* of **Dr Rezyl Mallorca,** Institutional Research Director. Using stratified random sampling to arrive at a number of respondents from each college, she looked into the scholastic aptitude of one hundred fifty sophomores and probed whether it significantly correlated with their academic performance.

Zephyr Love Mutia the guidance counselor of the College of Engineering and Computer Studies and simultaneously the Officer-in-Charge of the Psychology department profiled the *Study Orientation of the Psychology Students of LSU*. She used the Survey of Study Habits and Attitudes adapted by Brown & Holtzman (1967) to measure the respondents' study orientation and the four basic subscales namely delay avoidance, work methods, teacher approval, and the education acceptance of students. Her findings can be used as basis for academic intervention to enhance student support programs of the university. She recommends that similar studies including a larger population be done.

Merven Pailden, Institutional Statistician explored the Reliability *of Thirteen Evaluation Tools used at La Salle University.* He also delved into the reliability of the sub constructs used to identify specific descriptions of the sub categories in of each evaluation tool.

Ms Gladys Tabal, Director of the Guidance Office, has submitted three research outputs which Lasallian Research Forum is producing here in this issue. The first was a study on the *Self-Efficacy and Academic Procrastination among Selected LSU Students.* Two hundred eighty-three respondents were gathered through purposive sampling. The research instrument was composed of three parts; the first part was the demographic survey, the second part was the researcher-made self-efficacy questionnaire and the third part was the standardized Procrastination Assessment Scale-Students (PASS).

The second paper of **Ms Tabal** entitled the *Relationship between Learning Styles and Academic Performance of LSU First Year Nursing Students* aimed to find out whether learning styles was related to the academic performance of these students. Ms Tabal developed her own instrument to assess the learning style of the respondents and sourced out the students' Grade Point Average for academic performance. Results revealed that majority of the respondents were predominantly visual. Correlation analyses established a very weak and not significant relationship between learning style and academic performance except for tactile learning style which showed a negative weak and not significant relationship.

Ms Tabal's latest output is a *Graduate Tracer Study* which tracked down 43.25% (653) of the total 1,510 graduates that cover four school years beginning 2003 through 2006. The main objective of the tracer study was to investigate the transition process from higher education to work and to shed light on the course of employment and work. Moreover, the study aimed to examine the changes in the career pattern of the graduates in order to provide a basis for evaluation of the current programs of the university.

This being the last issue for the current semester, the Lasallian Research Forum beginning the month of November will feature the research output of the faculty by College.

More power to our researchers!

Scholastic Aptitude of College Froshies of La Salle University

Eva Maureen Baga-an
Zephyr Love Mutia
Guidance and Admission Center

Abstract

A descriptive design method was utilized in this study in order to identify the verbal scholastic aptitude and general school ability index of all first year students of La Salle University for SY 2008-2009. Results showed that majority of the college froshies are not prepared for college academic tasks.

1. Introduction

The college entrance exam of La Salle University has been conducted since 2004 and is intended as basis for admission in the college. The use of admission test is useful in selecting better students and help to help answer the difficulty of teachers especially in bench marking their lessons where they have to consider the diversity of the scholastic achievement of their students. However, during pilot testing of the exam, majority of the froshy applicants scored low and are not supposedly admitted. In as much as the school likes to be selective in its admission, enrollment decline affected the decision resulting to an open admission policy. In short, the school does not have the luxury to choose its students. Given this situation, the testing office likes to analyze the result of the test and suggest programs in order to improve the scholastic aptitude of the college froshies.

Review of Related Literature

La Salle University uses a verbal aptitude test as college entrance exam to determine freshmen applicant's ability to spell words accurately, use correct grammar, understand word meanings, word relationships and analyze detailed written information to come up with logically right decisions (Otis & Lennon 1980). Specifically, the test requires efficient

knowledge of English language since it is the medium of instruction of the university.

In a study conducted by Celis (1990), on Scholastic test, he mentioned that verbal skill of students continue to decline due to the de-emphasis of reading in an electronic era where students are getting their information by means other than reading. Effects of having a low-verbal aptitude means, teaching method would be limited to a verbatim study questions rather than formulating critical thinking questions (Holliday, Whittaker, Loose 1983).

Conceptual Framework

Differentiated on the Positioning map (Figure 1) are the different phases of admission. Phase 1 is ideal. It is in this scenario where the school has more than enough student applicants to discriminate low performing students. Phase 2 is an alternative solution to phase1. When a school does not have enough student applicants to sustain its operation, the school can accommodate all student applicants and formulate programs to improve them. Phase 3 is the expected condition for school implementing an open admission Policy. That is, admitting even the low performing students. Phase 4 happens, when a school fails to implement its educational service. Plotted on phase 3 is La Salle University. Given this condition, the school aims to reach phase2 through intensifying its curriculum to produce high quality students.
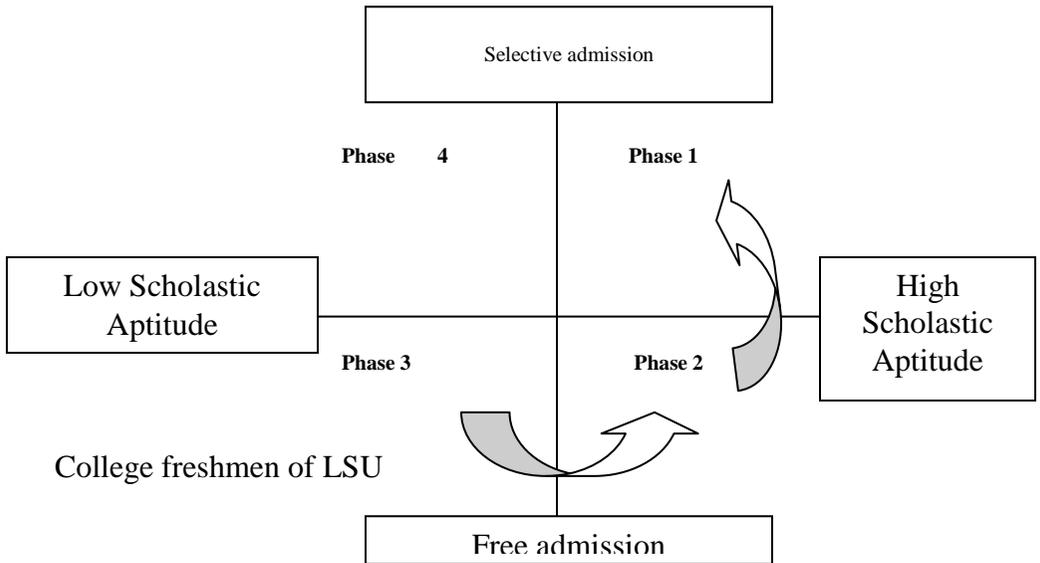
Figure 1
A diagram of the conceptual framework of the
Admission policy of La Salle University

Statement of the Problem

This study focuses on the verbal scholastic aptitude of students. Specifically it attempts to identify the following:

1. What is the general school ability index of first year college students of La Salle University

2. What is the school ability index by college
   a. College of Arts and Sciences
   b. College of Accountancy
   c. College of Business and Economics
   d. College of Computer Studies
   e. College of Education
   f. College of Engineering
   g. College of Nursing

Significance of the study

Future direction of the study is directed towards the implementation of a selective admission policy once the enrollment trend stabilizes. Presently, it is the goal of this study to present alternative solution to help low performing students in two ways. First, this study provides feedback to college faculty regarding the result of the college entrance exam. The information will be useful as one of the basis in selecting teaching methodology. Second, this is useful in intensifying the general education curriculum to improve student's verbal comprehension skills to help them cope with the academic task. In this way, both students and faculty will benefit in the goal of maximizing learning in school.

Scope and limitation

The study was conducted among all first year students of La Salle University for SY 2008-2009. Respondents of the study included all first year students who enrolled last April –June 1, 2008. There were 930 or 84% first year students considered in this study out of the total 1105 first year students.

2. Methodology

Descriptive design was used to describe the school ability of college first year students.The study was conducted among first year college students of La Salle University. The university opens seven colleges of more than 30 courses to choose from with an approximate population of 3,000-3,500. The aim of the university is always directed towards its mission of producing youth for excellence and service.

Population

The population of this study is defined as all first year college students of La Salle University who enrolled last April –June 1, 2008. There were 930 first year respondents
Research instrument

The study made used of the Otis-Lennon School Ability Test (OLSAT) form R. The test measures learning from former educational training. Specifically, the test requires efficient knowledge of English language in comprehending verbal concepts, solving word problems or analyzing matrices to come up with a logical decision. This test concentrated on assessing the verbal-educational factor to the virtual exclusion of practical-mechanical activities. Verbal-educator factor was measured through items that called for verbal, quantitative and pictorial content (Otis & Lennon 1980).

Interpretation of the test is based on the examiner's chronological age. Scores of the test are given a corresponding school ability index (SAI). Students with an SAI of 112 and above are expected to excel academically. These students can easily comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. However they have the tendency to be bored when the task assigned is too familiar and routine. Student with an SAI of 88-111 are expected to perform at an average level. Although, diligence coupled with good study habits may still result to good academic performance. However, an SAI of 87 and below may experience difficulties in coping with academic task, especially in using English language in order to express themselves, comprehend stories , reasoning and problem solving that employs verbal skills.

3. Results and Discussion

Table 1 shows the SA1 distribution of the College first year students SY 2008-2009.

Table 1
SAI distribution of College First Year Students
SY-2008-2009

Interpretation	Range	No. of students	%
Superior	128- and above	0	0
Above Average	112-127	9	.96

Average	88-111	431	46
Below Average	72-87	398	43
Low	71 and below	96	10
Total		**934**	**100**

Table 1 shows the result of the college entrance exam. It further reveals that none of the froshies scored superior. Majority of the population scored below the average bracket.

Table 2 shows the SA1 distribution of the College Arts and Sciences.

Table 2
SAI distribution
College of Arts and Sciences (CAS)

Interpretation	**Range**	**Frequency**	**%**
Superior	128- and above	0	0
Above Average	112-127	0	0
Average	88-111	21	40
Below Average	72-87	25	48
Low	71 and below	6	11
Total		**52**	**100**

Table 2 shows that none of the froshies of the college of arts and sciences scored superior or above average. The majority scored below average the average.

Table 3 shows the SA1 distribution of the College of Accountancy.

Table 3
SAI distribution
College of Accountancy (COA)

Interpretation	**Range**	**Frequency**	**%**
Superior	128- and above	0	0
Above Average	112-127	3	2.29
Average	88-111	94	71.75
Below Average	72-87	34	25.95

Low	71 and below	0	0
Total		**131**	**100**

Table 3 shows there are a few froshies from the college of accountancy who scored above average. The majority scored average and none of the accountancy froshies scored low.

Table 4 shows the SA1 distribution of the College of Business and Economics.

Table 4

SAI distribution

College of Business & Economics (CBE)

Interpretation	Range	Frequency	%
Superior	128- and above	0	0
Above Average	112-127	3	.6
Average	88-111	206	45
Below Average	72-87	222	48
Low	71 and below	31	7
Total		**462**	**100**

Table 4 shows that there are a few froshies who scored above average from college of business and economics. The majority of the population is distributed among ranges of average and below average. Table also reflects that, there are more froshies who scored below the average than those who scored average and above.

Table 5 shows the SA1 distribution of the College of Computer Studies.

Table 5

SAI distribution

College of Computer Studies (CCS)

Interpretation	Range	Frequency	%
Superior	128- and above		
Above Average	112-127	1	1

Average	88-111	48	47
Below Average	72-87	43	43
Low	71 and below	9	9
Total		**101**	**100**

Table 5 shows that the majority of the population is almost equally distributed among ranges of average and below average.

Table 6 shows the SA1 distribution of the College of Education.

Table 6
SAI distribution
College of Education (CED)

Interpretation	**Range**	**Frequency**	**%**
Superior	128- and above	0	0
Above Average	112-127	0	0
Average	88-111	48	47
Below Average	72-87	42	41
Low	71 and below	13	13
Total		**103**	**100**

Table 6 shows that none of the froshies scored superior or above average. Table also reflects that there are more froshies who scored below average.

Table 7 shows the SA1 distribution of the College of Engineering.

Table 7
SAI distribution
College of Engineering (COE)

Interpretation	**Range**	**Frequency**	**%**
Superior	128- and above	0	0
Above Average	112-127	0	0
Average	88-111	42	41
Below Average	72-87	30	29

Low	71 and below	30	29
Total		**102**	**100**

Table 7 shows that none from the froshies scored above average or superior. Majority of the population scored average.

Table 8 shows the SA1 distribution of the College of Nursing.

Table 8
SAI distribution
College of Nursing (CON)

Interpretation	Range	Frequency	%
Superior	128- and above	0	0
Above Average	112-127	1	.91
Average	88-111	66	60
Below Average	72-87	36	33
Low	71 and below	7	6
Total		**110**	**100**

Table 8 shows that the majority of froshies scored average. Table also reflects that only 1/3 of the population scored below the average.

Table 9 shows the courses not indicated.

Table 9
Course not indicated (un)

Interpretation	Range	Frequency	%
Superior	128- and above	0	0
Above Average	112-127	1	2
Average	88-111	19	38
Below Average	72-87	26	52
Low	71 and below	4	8
Total		**50**	**100**

Table 9 reflects froshies who are yet undecided of which course to choose but have undergone the first step of enrollment process. Table 9 shows the majority of the population scored the below average.
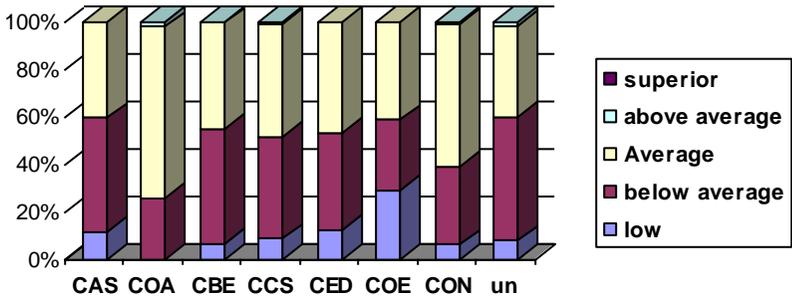

Figure 2
A graphical presentation comparing the performance o
f the colleges in terms of their School Ability Index

4. Implications, Findings, and Recommendations

Implications

This study suggests that students with superior scholastic aptitude do not enroll in La Salle University. Presently, majority of the college froshies enrolled in La Salle University are not prepared for college academic task. These students will more likely experience difficulties in coping with the academic standards of tertiary education. In particular, the study implies that the students have weak verbal ability. Students, in effect, may find it difficult to use English language in order to express themselves, comprehend stories, reasoning and problem solving. Given these factors, the school may have difficulty in producing high quality graduates despite the excellent efforts of the teachers.

Findings

1   There are more college froshies who scored below the average

2   Only a few froshies who scored above average

3   None of the froshies scored superior.

4   The College of Accountancy and College of Nursing performs better in the test when compared to other colleges

5   The college of Arts and Sciences and College of Engineering have the biggest percentage of students who scored below the average.

6   More than half scored below the average in the population of the College of Education and College of Computer Studies

7   The College of Business and Economics has the most number of enrollees thus, it has the most number of students who scored below the average.

Recommendations

Based on the findings and implications of the study, the researcher recommends the following:

1. Feedback- college deans should discuss results as provided by admission office to the faculty in order to aid them in implementing appropriate instructional design.

2. Curriculum enhancement-curriculum be enhanced through additional remedial subjects to improve student's verbal skill.

5. List of References

Celis, W. (1990, August 28) Show Decline in Verbal Skills Scholastic. Tests New York times.

Otis A., Lennon R.(1980) Otis-Lennon School Ability Test. Manual for Administering and Interpreting. Harcourt Brace Jovanovich, Inc., New York

William G. Holliday, Harold G. Whittaker, Loose K. (1983, May 5). Differential effects of verbal aptitude and study questions on comprehension of science concepts. The University of Calgary, Calgary, Alberta, Canada T2N 1N4.

William G. Holliday, Harold G. Whittaker, Kenneth D. Loose The University of Calgary, Calgary, Alberta, Canada T2N 1N4.

Sophomores' Scholastic Aptitudes and their Academic Achievement

Rezyl Mallorca
Institutional Research Office, Director

Abstract

This study investigates whether scholastic aptitudes as measured by Otis Lennon School Ability Test of one hundred fifty sophomores significantly correlate with their academic performance as indicated in their general point average during the second semester of SY 2007-2008. Stratified random sampling was used in identifying total number of respondents to be taken from each college. It was found out that majority of the respondents coming from the College of Business and Economics had a low school ability index compared to the respondents from the other colleges. Academically, majority of the respondents from the colleges of Business and Economics, Computer Studies and Nursing had poor performance compared to the respondents of the colleges of Engineering, Accountancy, Education and Arts and Sciences. More so, it was found out that there is a positively weak, significant relationship seen between respondents' school ability index and academic performance using Spearman Rank Correlation.

1. Introduction

Educational planning for an individual is more accurate and efficient when one knows his own aptitudes. Like any other abilities, scholastic aptitude is innate ability for doing, or learning to do certain kinds of things easily and quickly (Johnson O'Connor Research Foundation, 2006). Identifying student's scholastic ability can determine his tertiary academic success. It is one of the many factors identified by Birch and Miller (2005) in their study influencing students' academic performance at a university. With this result it could be implied that one can tailor his own achievement in school. Educators can set forth the atmosphere in the classroom that gives opportunities and chances to facilitate students' better learning. Thus, teachers are expected to make use of their creativity in crafting their lesson plans to assist good teaching-learning outcomes.

With the aim of aiding students to perform better in school, La Salle University had made students take the Otis Lennon School Ability Test

(OLSAT) as an entrance exam before they are enrolled to the university. OLSAT is a standardized measure of aptitude that concentrated on assessing the verbal-educational factor, to the virtual exclusion of practical-mechanical abilities (Otis & Lennon, 1979). The tool measures verbal-educational factor with array of tasks that categorize the application of several processes to verbal, quantitative and pictorial content.

Amid Birch and Miller's (2005) idea, the researcher would like to look into sophomores' scholastic ability and their academic performance.

This study would like to investigate whether scholastic aptitudes of students significantly correlate with their academic performance. Specifically, it sought to answer the following questions:

1. What is the level of respondents' scholastic aptitude based on Otis – Lennon School Ability Test?

2. What is the level of the respondents' academic achievement?

3. Is there a significant relationship between respondents' scholastic aptitudes and their academic achievement?

Figure 1 below presents the schematic diagram of the study. Students' scholastic aptitude serves as the independent variable that may significantly influence students' academic achievement, being the dependent variable. In this study, students' scholastic aptitude refers to the students' school ability index determined by Otis – Lennon School Ability Test. The students' achievement, on the other hand, refers to students' performance indicated by their GPA on their academic courses taken during the second semester of SY 2007-2008. This study has set a null hypothesis that there is no significant relationship between respondents' scholastic aptitudes and their academic performance using .05 level of significance.
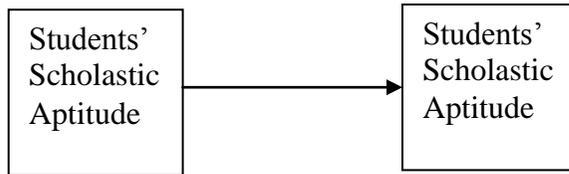
Figure 1
Schematic Diagram of the Study

The outcomes of this research endeavor may be used to help teachers gain better understanding on the kind of students they have in their classrooms. Students' scholastic aptitude measured by OLSAT is believed to assess students' unique abilities being brought to the learning process (Pearson Education, 2008). In this way, educators are given the complete picture of their students' potential for success in school which is necessary for them to design ways and means to facilitate better learning process. Through this study, the academic administrators may become aware of the relationship between scholastic aptitude and students' academic performance. Thus, they will be challenged to design admission policies in the future. Moreover, students may benefit from this study when teachers realize the importance of making the learning venues become student-centered.

2. Methodology

This study employed descriptive-correlational research design. It described the respondents' scholastic aptitude and academic achievement. It uses correlational design since it attempted to see significant relationship between identified variables.

One hundred fifty sophomores in the tertiary level of La Salle University were included as respondents of the study. Stratified random sampling was used in identifying total number of respondents to be taken from each college and respondents were chosen randomly using EXCEL. Respondents were identified as second year by the researcher through the help of the registrar's office by generating promotional report of all second year students during the school year 2007-2008. The study opted to have

the sophomores as the respondents of the study since it is the presumption of the researcher that sophomores are better adjusted to the college life compared to the froshies which may have altered students' performance in the class. Further, junior and senior students are already expected to carry major courses as indicated in their respective curriculum which may have altered their classroom performance.

The tertiary level of La Salle University is composed of seven major colleges namely, College of Business and Economics, College of Accountancy, College of Engineering, College of Education, College of Arts and Sciences, College of Computer Studies, and College of Nursing. Each college offer several programs except College of Nursing that solely offers Bachelor of Nursing at the moment.

Percentage was used to disclose findings and analysis on the levels of respondents' scholastic aptitudes and academic achievement. Spearman Rank was used to find out significant relationship between scholastic aptitudes of respondents and their academic performance.

The main instrument used in this study is the Otis Lennon School Ability Test. This is a standardized test to accurately and efficiently measure students' abilities needed to acquire the desired cognitive outcomes of formal education (Otis & Lennon, 1979). The test consists of 80 items administered for an hour by the psychometrician of the school.

Data on scholastic aptitudes of respondents based on OLSAT was taken from the office of the University's psychometrician. For the analysis and discussions of its results, this study used the verbal interpretation employed by the University's psychometrician. The corresponding verbal description and interpretation of OLSAT result are as follow:

School Ability Index	Verbal Description	Verbal Interpretation
128 – above	Superior	Student can easily comprehend verbal concepts presented in words, figures and shapes such as series,

112 – 127	Above average	classifications, matrices and conditions. However, the student has the tendency to be bored when the assigned task becomes too familiar and routine.
88 – 111	Average	Student can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. The student can perform task that requires such ability.
72 – 87	Below Average	The student has difficulty using language in order to express himself, comprehend stories or in reasoning and problem solving that employs verbal skills.
71 and below	Low	

Respondents' academic performance is indicated in terms of GPA which was taken from Online Grade Viewer. The following percentile was used in the interpretation of this data:

Range	**Verbal Description**
95.00 – 100	Excellent
90.00 – 94.99	Very Good
85.00 – 89.99	Good
80.00 – 84.99	Satisfactory
75.00 – 79.99	Low
65.00 – 74.99	Poor

3. Results and Discussion

Scholastic Aptitude

The nature and purpose of the Otis-Lennon School Ability Index (SAI) is to provide an accurate and efficient measure of the abilities needed to acquire the desired cognitive outcomes of formal education (Otis & Lennon, 1979). The term scholastic ability was used to describe pupils' scholastic aptitude.

The scholastic aptitude of students from the College of Business and Economics is presented in Table 1.

Table 1
CBE Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Low	6	11.1
Below Average	27	50.0
Average	20	37.0
Above Average	1	1.9
Total	**54**	**100.0**

As shown, 50% of the respondents from the College of Business and Economics (CBE) had a scholastic aptitude of below average while 11.1 % have low scholastic ability. This implies that majority of the respondents of the CBE have difficulty in using language in order to express himself, comprehend stories or in reasoning and problem solving that employs verbal skills.

The scholastic aptitude of students from the College of Accountancy is presented in Table 2.

Table 2
COA Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Below Average	8	38.1

Average	13	61.9
Total	**21**	**100.0**

As shown, 61.9% of the respondents from the College of Accountancy (COA) had average scholastic aptitude while there were only 38.1 % who had below scholastic ability. This implies that majority of the respondents of the COA can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability.

The scholastic aptitude of students from the College of Engineering is presented in Table 3.

Table 3
COE Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Below Average	2	20.0
Average	8	80.0
Total	**10**	**100.0**

As shown, 80% of the respondents from the College of Engineering (COE) had average scholastic aptitude while 20 % have scholastic ability of below average. This implies that majority of the respondents of the COE can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability.

The scholastic aptitude of students from the College of Education is presented in Table 4.

Table 4
CED Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Below Average	7	38.9
Average	11	61.1
Total	**18**	**100.0**

As shown, 61.1% of the respondents from the College of Education (CED) had average scholastic aptitude while 38.9 % have below average scholastic ability. This implies that majority of the respondents of the CED can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability.

The scholastic aptitude of students from the College of Arts and Sciences is presented in Table 5.

Table 5
CAS Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Low	1	11.1
Below Average	3	33.3
Average	5	55.6
Total	**9**	**100.0**

As shown, 55.6% of the respondents from the College of Arts and Sciences (CAS) had average scholastic aptitude.   This implies that majority of the respondents of the CAS can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability while 44.4% of the respondents are seen to have difficulty in using language in order to express himself, comprehend stories or in reasoning and problem solving that employs verbal skills.

The scholastic aptitude of students from the College of Computer Studies is presented in Table 6.

Table 6
CCS Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Low	3	16.7
Below Average	5	27.8

Average	10	55.6
Total	**18**	**100.0**

As shown, 55.6% of the respondents from the College of Computer Studies (CCS) had average scholastic aptitude.   This implies that majority of the respondents of the CCS can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability while 44.4% of the respondents are seen to have difficulty in using language in order to express himself, comprehend stories or in reasoning and problem solving that employs verbal skills.

The scholastic aptitude of students from the College of Nursing is presented in Table 7.

Table 7
CON Students' Scholastic Aptitude based on OLSAT

Descriptive Rating	Frequency	Percentage
Below Average	6	30.0
Average	14	70.0
Total	**20**	**100.0**

As shown, 70% of the respondents from the College of Nursing (CON) had average scholastic aptitude while there were only 30% who have below average scholastic ability. This implies that majority of the respondents of the CON can comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions. They are seen to perform task that requires such ability.

Academic Achievement

The academic achievement in this study means the performance of the respondents in the courses they enrolled in during the second semester of the SY 2007-2008. This is indicated in their GPA and is retrieved electronically through the grade viewer used by the university.

The respondents' level of academic achievement from the College of Business and Economics is reflected in Table 8.

Table 8
Level of Academic Achievement of CBE Students

Descriptive Rating	Frequency	Percentage
Poor	11	20.4
Low	18	33.3
Satisfactory	18	33.3
Good	6	11.1
Very Good	1	1.9
Total	**54**	**100.0**

As shown, 53.7% of the respondents from the CBE performed below satisfactory level. This implies that majority of the respondents from this college were able to get a GPA ranging from 65% - 79.99%. This result affirms the result of the respondents' School Ability Index reflected in Table 1. Majority were able to get below satisfactory rating possibly because majority of them were seen to have difficulty in using language in order to express their selves, comprehend stories or in reasoning and problem solving that employs verbal skills.

The respondents' level of academic achievement from the College of Accountancy is reflected in Table 9.

Table 9
Level of Academic Achievement of COA Students

Descriptive Rating	Frequency	Percentage
Low	9	42.9
Satisfactory	7	33.3
Good	5	23.8
Total	**21**	**100.0**

As shown, 23.8 % of the respondents from the College of Accountancy performed above satisfactory level academically while 33.30% performed satisfactorily. This implies that majority of the respondents

coming from COA were able to get a GPA ranging from 80.00%-89.99%. Such result affirms the findings as to respondents' School Ability Index reflected in Table 2. As reflected in Table 2, majority of the respondents from this college were able to get average School Ability Index and that they were seen as those who can generally comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions and are seen to perform task that requires such ability.

The respondents' level of academic achievement from the College of Engineering is reflected in Table 10.

Table 10
Level of Academic Achievement of COE Students

Descriptive Rating	Frequency	Percentage
Poor	1	10.0
Low	1	10.0
Satisfactory	5	50.0
Good	3	30.0
Total	**10**	**100.0**

As shown, only 20% of the respondents performed below satisfactory level academically while 50% performed satisfactorily and 30% has performed above satisfactory level. This implies that majority of the respondents coming from COE were able to get a GPA ranging from 80.00%-89.99%. Such result affirms the findings of this study as to respondents' School Ability Index reflected in Table 3. As reflected in Table 3, 80% of the respondents from this college were able to get average School Ability Index and that they were seen as those who can generally comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions and are seen to perform task that requires such ability.

The respondents' level of academic achievement from the College of Education is reflected in Table 11.

Table 11
Level of Academic Achievement of CED Students

Descriptive Rating	Frequency	Percentage
Low	4	22.2
Satisfactory	5	27.8
Good	8	44.4
Very Good	1	5.6
Total	**18**	**100.0**

As shown, only 22.2% of the respondents performed below satisfactory level academically while 50% performed above satisfactory level. This implies that majority (72%) of the respondents coming from COE were able to get a GPA ranging from 80.00%-89.99% while one got a GPA ranging from 90% - 94.99%. Such result affirms the findings of this study as to respondents' School Ability Index reflected in Table 4. As reflected in Table 4, majority of the respondents from this college were able to get average School Ability Index and that they were seen as those who can generally comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions and are seen to perform task that requires such ability.

The respondents' level of academic achievement from the College of Arts and Sciences is reflected in Table 12.

Table 12
Level of Academic Achievement of CAS Students

Descriptive Rating	Frequency	Percentage
Low	2	22.2
Satisfactory	4	44.4
Good	2	22.2
Very Good	1	11.1
Total	**9**	**100.0**

As shown, only 22.2% of the respondents performed below satisfactory level academically while 33.3% performed above satisfactory level. This implies that majority (66.6%) of the respondents coming from

CAS were able to get a GPA ranging from 80.00%-89.99% while one got a GPA ranging from 90% - 94.99%. Such result affirms the findings of this study as to respondents' School Ability Index reflected in Table 5. As reflected in Table 5, majority of the respondents from this college were able to get average School Ability Index and that they were seen as those who can generally comprehend verbal concepts presented in words, figures and shapes such as series, classifications, matrices and conditions and are seen to perform task that requires such ability.

The respondents' level of academic achievement from the College of Computer Studies is reflected in Table 13.

Table 13
Level of Academic Achievement of CCS Students

Descriptive Rating	Frequency	Percentage
Poor	4	22.2
Low	9	50.0
Satisfactory	5	27.8
Total	**18**	**100.0**

As shown, only 27.8% of the respondents from the College of Computer Studies performed satisfactory while 72.2% performed below satisfactory level. This implies that majority of the respondents coming from CCS were able to get a GPA ranging from 65% - 79.99%. Such result contradicts the findings of this study as to respondents' School Ability Index reflected in Table 6. As shown in Table 6, majority of the respondents from CCS were able to get average School Ability Index and were expected to have performed satisfactorily in their academic courses.

The respondents' level of academic achievement from the College of Nursing is reflected in Table 14.

Table 14
Level of Academic Achievement of CON Students

Descriptive Rating	Frequency	Percentage
Poor	1	5.0

Low	11	55.5
Satisfactory	4	20.0
Good	3	15.0
Very Good	1	5.0
Total	**20**	**100.0**

As shown, 60.5% of the respondents performed below satisfactory level academically while only 20.0% performed above satisfactory level. This implies that majority of the respondents coming from CON were able to get a GPA ranging from 65% - 79.99% while 35% were able to get GPA ranging from 80.00%-89.99%. Such result contradicts the findings of this study as to respondents' School Ability Index reflected in Table 7. As reflected in Table 7, majority of the respondents from this college were able to get average School Ability Index and that they were believed to perform satisfactorily in their academic courses.

Table 15
Relationship between Respondents' Scholastic
Aptitudes and Academic Achievement

Variables	Spearman's Rho	P Value	Decision	Interpretation
School Ability Index and Academic Performance	.302	.000174	Reject H$_o$	Significant

As reflected in Table 15, the Spearman rho is .302 and p-value is .000174. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected. This implies that there is a significant relationship. However, looking at the spearman's rho value, the relationship is positively weak. From such result this study confirms to the general concept held by countless researchers that if students' school ability index is high, there is a possibility that his academic performance is also high. This could mean that colleges that offer board programs should consider in their admission policies the importance of identifying their prospect clientele's School Ability Index to ensure high passing rate in board examinations.

4. Summary, Conclusion, and Recommendations

Summary

It was revealed in the study that majority of the respondents coming from the College of Business and Economics had a low school ability index compared to the respondents from the other colleges. Academically, majority of the respondents from the colleges of Business and Economics, Computer Studies and Nursing had poor performance compared to the respondents of the colleges of Engineering, Accountancy, Education and Arts and Sciences. Further, it was found out that there is a positively weak, significant relationship seen between respondents' school ability index and academic performance using Spearman Rank Correlation.

Conclusion

Respondents from the College of Engineering performed better in both School Ability Index and Academic Achievement compared to the other respondents from the different colleges. In addition, the researcher concludes that students' school aptitude affects their academic performance.

Recommendations

Deans and teachers should evaluate and plan out how they could help students learn better in the classroom. They should give extra care and effort to students whose school ability index are below average since these are the students who are more likely to fail in meeting the standards set by the school.

An evaluation on the effect of increasing the passing rate to 70% should be made. It should be noted that most of the respondents have below average school ability index of which determined their academic performance.

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Reliability of the Evaluation Tools in La Salle University

Merven Pailden
Institutional Statistician

Abstract

This paper explores the reliability of the thirteen evaluation tools used in La Salle University. It also delved into the reliability of the sub constructs used to identify specific descriptions of the sub categories in of each evaluation tool. It was found out that on the grounds of the overall reliability eleven out of thirteen tools pointed excellent reliabilities. Whereas on the grounds of the sub constructs, four out of thirteen displayed excellent reliabilities.

1. Introduction

The issue on the acceptability of a survey research questionnaire is one of the very first to be dealt with when doing research (Reinard, 2006, p. 118). The idea of the acceptability of a research questionnaire must satisfy the following: the questionnaire must be discriminative; the measures are valid; and *reliable* (Field, 2005, p 10). According to Field (2005), "Discrimination simply means that respondents with different scores on a questionnaire should differ in the construct of interest". Also he added, "Validity basically means 'measuring what you think you're measuring'". And further he explains that "Reliability is the ability of the questionnaire to produce the same results under the same conditions".

In a paper published by Henson (2002), he addressed that "**Stern constraints are required for evaluation questionnaires**". Thus, for evaluation questionnaires one would think lofty descriptions of discrimination, validity and reliability. The descriptions of discrimination and validity were more qualitative in nature (Reinard, 2006, p 120). However, a number of quantitative measures can describe the reliability of a questionnaire (Siegle, 2002). This prompted the researcher to investigate the reliability of the evaluation tools of La Salle University in quantitative terms.

Theoretical/ Conceptual Framework

Researchers must demonstrate instruments to be reliable since without reliability, research results using the instrument are not replicable, and replicability is fundamental to the scientific method (Garson, 2008). He added, "Reliability is the correlation of an item, scale, or instrument with a hypothetical one which truly measures what it is supposed to". Since the "true" instrument is not available then the reliability of a questionnaire is commonly described in terms of the internal consistency of the questions comprising a construct (Reinard, 2006, p 129).

Siegle in 2002 posted the following:

Generally, we believe that it is more reliable to ask a participant something multiple times and then average his or her responses rather than ask the participant one question and use that single response.

*Suppose we wanted to know if a child liked school. We might ask the child to rate each of the following statements from 1 to 3 with 1= Strongly disagree and 3=Strongly agree: **School is fun; I like school; I enjoy going to school.***

The average of the student's responses to those three statements is more reliable than asking any one of the statements. Sometimes statements don't work well together…they actually are measuring different things. (p 1).

Thus, the internal consistency of a questionnaires describes the reliability conditions for a questionnaire to be adequate/ acceptable.

Statement of the Problem

The study seeks to answer the following
1. What are the reliability indexes of the following:

   a. Basic Education Administrators Evaluation Tool (evaluated by the Faculty)

   b. IS Teacher's Behavioral Inventory (Grade 4-6)*

c. IS Teacher's Behavioral Inventory (Grade 7-10)*

d. Canteen Evaluation Tool*

e. Transportation Facilities Evaluation Tool*

f. Clientele's Evaluation Tool*

g. Clinical Instructors Evaluation Tool*

h. Student's Evaluation of the College Faculty*

i. Evaluation tool for the Deans, Vice Deans, Program Heads and Coordinators (evaluated by the Faculty)

j. Evaluation Tool for Guidance Counselors*

k. Performance Evaluation for Librarians*

l. Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries*?

2. What are the reliability indexes of the sub constructs/ subcategories of each evaluation tool mentioned above?

3. What implications and suggestions could be derived from the results and findings of statements 1 and 2?

*evaluated by the students

Scope and Limitations of the Study

The scope of the study covers all the evaluation tools used in La Salle University. But, the study limits itself on investigating the reliability

aspects of such evaluation tools. Also, the reliability of the said instruments were described only up to their internal consistency.

Definition of Terms

Construct/ Category in a questionnaire − these refer to a collection of questions that are related to one another and collectively describe a single description.

Evaluation Tools/ Instrument − these are questionnaires that evaluate the performances of the faculty, personnel, staffs and services given every semester or annually.

Reliability Index − these are number related to the internal consistency of the question in a construct.

2. Methodology

Research Design

This study uses a descriptive approach to answer the questions stated in the statements of the problem. But, the computations on the reliability indexes use correlation concepts. Nevertheless, the correlation ideas only steer for the descriptions on the reliability of the constructs.

Sampling Procedure/ Setting of the Study/ Respondents

Since the study aimed to discuss the reliability of the evaluation tools in La Salle University then, the necessity of studying the actual evaluation results of the previous semester (2nd Semester, AY 2007-08) comes into consideration. But, evaluation results must be treated with utmost confidentiality, hence the researcher asked the permission of the Director of Planning and Evaluation to secure copies of the actual evaluation forms filled up by the students and faculty alike and assured the confidentiality obligations of the researcher. Also, due to the magnitude of the discretion, the researcher only solicited a handful of copies from the evaluation director

with the guidance how to collect random samples of each evaluation tool. The researcher alluded random sampling procedures but the director implicated that she also must consider things to secure confidentiality. The final number of respondents in the study with respect to each evaluation tool is given below:

Evaluation Tools	# of Respondents
Basic Education Administrators Evaluation Tools (by Faculty)	28
IS Teacher's Behavioral Inventory (Grade 4-6)	13
IS Teacher's Behavioral Inventory (Grade 7-10)	26
Canteen Evaluation Tools	24
Transportation Facilities Evaluation Tools	25
Clientele's Evaluation Tool	31
Clinical Instructors Evaluation Tools	30
Student's Evaluation of the College Faculty	31
Evaluation tool for the Deans, Vice Deans, Program Heads and Coordinators (by faculty)	30
Evaluation Tool for Guidance Counselors	21
Performance Evaluation for Librarians	30
Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries	26

Statistical Tools Used

Cronbach's alpha is the most common form of internal consistency reliability coefficient. Alpha equals zero when the true score is not measured at all and there is only an error component. Alpha equals 1.0 when all items measure only the true score and there is no error component (Field, 2005, p 15).

Reliability	Interpretation
.90 and above	**Excellent reliability**; at the level of the best standardized tests/ best evaluation tool
.80 - .89	Very good for a classroom test/ **good reliability**. There are probably a few items which could be improved.
.70 - .79	Good for a classroom test; in the range of most. There are probably a few items which could be improved/ restated: **fair reliability**
.60 - .69	Somewhat low. This test needs to be supplemented by other measures (e.g., more tests) to determine the description of the construct. There are probably some items which could be improved/ restated/emphasized: **marginal reliability**
.59 or below	Suggests need for revision of test, The test definitely needs to be supplemented by other measures (e.g., more tests) for the description of the construct. This test should not contribute heavily to the description of the construct, and it needs revision: **Unacceptable reliability**.

(Reinard, 2006, p 121) and (Field, 2005)

The Cronbach's Alpha were computed using a statistical software SPSS 14 produced by SPSS®.Inc.

Notes:

Cronbach's alpha increases as the number of items/ questions in the construct increases. This assumes, of course, that the added items are not

bad items compared to the existing set. Increasing the number of items can be a way to push alpha to an acceptable level. This reflects the assumption that scales and instruments with a greater number of items are more reliable (Field, 2005, p 16).

Cronbach's alpha could be affected by the way in which questions are phrased can bias the answer that the respondent may give (Gaskell, 1993)

3. **Results and Discussion**

In the succeeding tables, the researcher first tallied the overall reliability index of each evaluation tool and then presented the reliability of the sub constructs in each evaluation tool.

Table 1 shows tha overall reliability index of each evaluation tool.

Table 1

Overall Reliability Index of Each Evaluation tool

Evaluation Tools	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Basic Education Administrators Evaluation Tools (by Faculty)	28	25	29	0.973	Excellent
IS Teacher's Behavioral Inventory (Grade 4-6)	13	12	37	0.963	Excellent
IS Teacher's Behavioral Inventory (Grade 7-10)	26	26	26	0.900	Excellent
Canteen Evaluation Tools	24	24	17	0.895	Good

Transportation Facilities Evaluation Tools	25	17	34	0.942	Excellent
Clientele's Evaluation Tool	31	31	10	0.956	Excellent
Clinical Instructors Evaluation Tools	30	28	31	0.985	Excellent
Student's Evaluation of the College Faculty	31	27	31	0.967	Excellent
Evaluation tool for the Deans, Vice Deans, Program Heads and Coordinators (by faculty)	30	27	30	0.910	Excellent
Evaluation Tool for Guidance Counselors	21	16	38	0.939	Excellent
Performance Evaluation for Librarians	30	30	19	0.969	Excellent
Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries	26	3	22	0.890	Good

Note that the performances of the ones evaluated were described only by one and only one of the following: Excellent/ Outstanding; Very Good/ Very Satisfactory; Satisfactory/ Good; Fair; and Poor. On the grounds of these descriptions, only the canteen evaluation tool and the Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries were interpreted to be of good reliability while the rest indicated an excellent reliability. But, According to Henson (2002), evaluation

questionnaires must exhibit high/excellent reliability and thus the two instruments can be improved further in order for it to be highly reliable. Also, note that some of the instruments indicated that the number of valid respondents were less than the number of sampled respondents. These situations occur only because some of the respondents did not answer some of the questions in the instruments and leading to its exclusion on the list of valid entries. Worthy note is the Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries, only 3 valid respondents were considered because 23 respondents declined to answer all of the questions in the instrument.

Table 2 shows the reliability indexes of the sub contructs of the basic education administrators evaluation tools by faculty.

Table 2
Reliability Indexes of the Sub constructs of the Basic
Education Administrators Evaluation Tools (by Faculty)

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Management and Administration	28	26	13	0.922	Excellent
Professional and Public Service	28	28	9	0.942	Excellent
Personal Qualities and Interpersonal Relationship	28	27	7	0.975	Excellent

As indicated, the three sub constructs were interpreted to have an excellent reliability. A characteristic of a highly reliable evaluation tool.

Table 3 shows the reliability indexes of the sub contructs of the IS teachers behavioral inventory (grade 4-6).

Table 3

Reliability Indexes of the Sub Constructs Of

The IS Teacher's Behavioral Inventory (Grade 4-6)

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Classroom Management	13	13	7	0.777	Fair
Principles and Methods of Teaching	13	12	12	0.913	Excellent
Knowledge of Subject Matter	13	13	5	0.833	Good
Motivational Teacher Behavior	13	12	6	0.778	Fair
Personal and Professional Qualities	13	13	7	0.814	Good

As revealed, only the Principles and Methods of Teaching construct indicated an excellent reliability, while the Knowledge of Subject Matter and Personal and Professional Qualities need improvement since the reliabilities were only good. Also, Classroom Management and Motivational Teacher Behavior need to be restated to improve reliability.

Table 4 shows the reliability indexes of the sub constructs of the IS teacher's behavioral inventory (grade 7-10).

Table 4

Reliability Indexes of the Sub Constructs Of

The IS Teacher's Behavioral Inventory (Grade 7-10)

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Personal Qualities and Attitudes	26	26	5	0.144	Unacceptable

Teaching Performance	26	26	10	0.859	Good
Evaluation	26	26	2	0.000	Not Reliable
Classroom Management	26	26	4	0.829	Good
Instructor Student Relationship	26	26	5	0.749	Fair

It can be noted in Table 4 that the Teaching Performance and Classroom Management indicated a good reliability and must be improved, while Instructor Student Relationship needs to be restated whereas the Evaluation and Personal Qualities and Attitudes need to be revised and reconstructed.

Table 5 shows the reliability indexes of the sub constructs of the canteen evaluation tools.

Table 5
Reliability Indexes of the Sub Constructs
Of The Canteen Evaluation Tools

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Management	24	24	5	0.837	Good
Attitude	24	24	4	0.785	Fair
Pricing	24	24	3	0.767	Fair
Facilities	24	24	5	0.824	Good

As indicated in the table, the Management and Facilities sub constructs need to be improved while the Attitude and Pricing need to be restated.

Table 6 presents the reliability indexes of the sub constructs of the transporation facilities evaluation tools.

Table 6

Reliability Indexes of the Sub Constructs
Of The Transportation Facilities Evaluation Tools

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Driver	25	24	20	0.922	Excellent
Transportation System	25	18	14	0.959	Excellent

As depicted, the two sub constructs indicated excellent reliability implying a highly reliable evaluation tool.

Table 7 presents the reliability indexes of the sub constructs of the clientele's evaluation tool.

Table 7

Reliability Indexes of the Sub Constructs
Of The Clientele's Evaluation Tool

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Personal Qualities and Professional Efficiency	31	31	6	0.915	Excellent
Interpersonal/ Social Aspect	31	31	4	0.924	Excellent

As shown, the two sub constructs indicated excellent reliability implying a highly reliable evaluation tool.

Table 8 shows the reliability indexes of the sub constructs of the clinical instructors evaluation tool.

Table 8
Reliability Indexes of the Sub Constructs
Of The Clinical Instructors Evaluation Tools

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Professional Decorum and Interpersonal Relation	30	30	8	0.967	Excellent
Clinical Planning and Organizing Skills	30	30	9	0.977	Excellent
Clinical Supervision Skills	30	30	8	0.942	Excellent
Clinical Evaluation Skills	30	29	4	0.903	Excellent
Use of English	30	29	2	0.926	Excellent

The five sub constructs indicated excellent reliability implying a highly reliable evaluation tool.

Table 9 shows the reliability indexes of the sub constructs of the student's evaluation of the college faculty.

Table 9
Reliability Indexes of the Sub Constructs
Of The Student's Evaluation of the College Faculty

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Classroom Management	31	29	7	0.92	Excellent
Facilitating Student Learning	31	29	15	0.942	Excellent

Evaluation	31	30	4	0.873	Good
Teacher Student Relationship	31	30	4	0.868	Good

As presented in Table 9, the Classroom Management and Facilitating Student Learning sub constructs indicated an excellent reliability while the Evaluation and Teacher Student Relationship need improvements to be more reliable for an evaluation tool.

Table 10 shows the reliability indexes of the sub constructs of the evaluation tool for the deans, vice deans, program heads and coordinators by faculty.

Table 10
Reliability Indexes Of The Sub Constructs Of The
Evaluation tool for the Deans, Vice Deans,
Program Heads and Coordinators (by faculty)

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Management and Administration	30	28	15	0.855	Good
Professional and Public Service	30	28	11	0.801	Good
Personal Qualities and Interpersonal Relationship	30	28	4	0.842	Good

As revealed in the table above, the three sub constructs indicated only good reliability implying that improvements must settled for this instrument to be more reliable.

Table 11 shows the reliability indexes of the sub constructs of the evaluation tool for guidance counselors.

Table 11
Reliability Indexes of the Sub Constructs
Of The Evaluation Tool for Guidance Counselors

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Job Knowledge	21	20	7	0.899	Good
Personal Qualities	21	19	10	0.846	Good
Quality of Work	21	21	4	0.738	Fair
Quantity of Work	21	19	2	0.891	Good
Attendance in Meeting/ seminars and other co curricular activities	21	21	4	0.817	Good
Active Participation of community services	21	21	2	0.909	Excellent
Professional Development	21	21	3	0.641	Marginal
Interpersonal Relationship	21	21	6	0.954	Excellent

It can be noted from Table 11 that only Active Participation of community services and Interpersonal Relationship reveal an excellent reliability while four of its sub constructs need improvement and the other two need restatements.

Table 12 shows the reliability indexes of the sub constructs of the performance evaluation for librarians.

Table 12
Reliability Indexes of the Sub Constructs
Of The Performance Evaluation for Librarians

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Work Output	30	30	2	0.615	Marginal
Work Habits	30	30	4	0.884	Good
Judgment	30	30	2	0.863	Good
Attitude and Personality	30	30	5	0.932	Excellent
Professional Responsibilities	30	30	5	0.942	Excellent

As indicated in the table, the Attitude and Personality and the Professional Responsibilities show excellent reliability while the other two needs improvements and one needs more emphasis on its contents.

Table 13 shows the reliability indexes of the sub constructs of the perforamance evaluation for registrar and accounting personnel and office secretaries.

Table 13
Reliability Indexes of the Sub Constructs
Of The Performance Evaluation for Registrar
and Accounting Personnel and Office Secretaries

Sub construct	# of Respondents	# of Valid Respondents	# of Questions	Cronbach's Alpha	Reliability Interpretation
Quality of Work	26	14	3	0.419	Unacceptable
Initiative and Dependability	26	8	3	0.647	Marginal
Interpersonal Relations	26	9	6	0.856	Good

Due to the inadequacy of the responses the reliability coefficient cannot directly measure the reliability of the sub constructs above as depicted in Table 13. Nevertheless, this instrument needs revision in order to elicit more responses from the respondents.

4. Summary, Conclusion, and Recommendations

Summary

The study aimed to investigate the reliability of the evaluation tools in La Salle University. Specifically to explore the reliability coefficients of the evaluation tools such as: Basic Education Administrators Evaluation Tools (by Faculty); IS Teacher's Behavioral Inventory (Grade 4-6); IS Teacher's Behavioral Inventory (Grade 7-10); Canteen Evaluation Tools; Transportation Facilities Evaluation Tools; Clientele's Evaluation Tool; Clinical Instructors Evaluation Tools; Student's Evaluation of the College Faculty; Evaluation tool for the Deans, Vice Deans, Program Heads and Coordinators (by faculty); Evaluation Tool for Guidance Counselors; Performance Evaluation for Librarians; Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries. Also to delve into the reliability indexes of the sub constructs in each of the evaluation tools above. The responses of the study were the actual evaluation results answered by the students and faculty of 2nd Sem AY 07-08 in La Salle University. The sampling procedure opted for a random procedure but some confidentiality measures blurred the truly random process in the discretion of the University's Director Planning and Evaluation. The study adopted a descriptive approach and the Cronbach's Alpha was used to provide the necessary reliability index computations via statistical software.

Findings

- For the overall reliability, the Canteen Evaluation Tools and the Performance Evaluation for Registrar and Accounting Personnel and Office Secretaries implicated good reliabilities (few items could be improved) whereas the rest pointed an excellent reliability.

- For the sub constructs reliability, only the Basic Education Administrators Evaluation Tools (by Faculty) , Transportation Facilities Evaluation Tools, Clientele's Evaluation Tool and the Clinical Instructors Evaluation Tools revealed excellent reliabilities as evaluation tools while the rest illuminated defects in the reliability of their sub constructs.

Conclusion

Based on the findings it can be concluded that some of the evaluation tools in La Salle University are excellent evaluation tools while some exhibit weaknesses in their sub constructs.

Recommendations

To improve the defective evaluation tools, a list of recommendations are enumerated:

1. For the sub constructs that displayed weaknesses, improve the phrases used in each question; add a number of related statements to improve reliability (Field, 2005).

2. In the administration of the evaluation, emphasize that leaving statements unanswered could lead to the weakening of the instrument's reliability (Garson, 2008).

3. Interpretations of the statements in the questionnaires must be carefully imparted by the one administering the evaluation for sometimes the respondents will ask for a clarification of a particular question, and this could lead to a misconception and reduce the reliability of the instrument (Gaskell, 1993).

4. Emphasize to the respondents that only a single response is needed for a particular question. Multiple responses could loosen the grip of reliability.

5. Lastly, a more in depth study on the individual constraints of each evaluation tool must be carried to solicit detailed suggestions/ improvements on the items presented in each construct.

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La Salle University Graduate Tracer Study

Gladys Tabal
Guidance Office, Director

Abstract

This report discusses the results of the tracer study of the graduates of the La Salle University who graduated between 2003 and 2006. The main objective of the tracer study was to examine the changes in the career pattern of the graduates in order to provide a basis of evaluation for the current programs of the La Salle University (formerly Immaculate Conception College).

To keep abreast with the call for globalization, LSU added more courses to suit the current job market. The courses offered generally changed the academic system and was geared towards more job-oriented curriculum. It was observed that the opportunities of securing a job by graduates declined over the years and the period of seeking employment had increased. Though most of the study programs in the University were practice-oriented, most graduates were employed initially in jobs not linked to their training due to job scarcity. Many graduates only moved to jobs related to their training later, resulting in high number of graduates who had changed employment.

1. Introduction

La Salle University comprises four (4) colleges; the College of Arts and Sciences, College of Business and Accountancy, College of Education and the College of Engineering and Information Technology. Starting March of 2003 to March of 2006, there are 1,510 graduates coming from the four colleges.

From its humble beginnings, the University has been the only institution of higher learning in Misamis Occidental which offers a Catholic education. As such it has been entrusted with the responsibility of providing highly trained personnel required both in government and industry, carry out research and provide leadership in Ozamiz City. Up until 2006, no systematic study had been carried out to determine the influence of its programs in meeting human resources needs of Ozamiz society and economy.

There is a steady increase in the number of college graduates every year that employment opportunities for graduates have become more competitive. In line with the mission of La Salle University to teach minds, touch hearts and transform lives, the university evaluates how its graduates have fared in their employment scene after their training. This graduate tracer study is conducted for this purpose.

The current tracer study has covered the period from 2003 to 2006. The main objectives of the tracer study were to: investigate the transition process from higher education to work and to shed light on the course of employment and work.

2. Methodology

The target group for the tracer study included graduates of the year 2003 to March 2006 at La Salle University. The reason to include only these students is due to the feasibility to locate them. The identification of the graduate was primarily based on the placement forms they filled out at the Guidance Center prior to graduation. Through this job placement; names, addresses, emails and telephone numbers of most of the graduates were made available from the date of graduation. However, it appeared necessary to follow up on contact addresses of all students in order to update their address details due to the possibility of movements since many students now have graduated and changed their contact addresses.

First, all students were contacted by telephone. This personal contact gave many positive responses as well as encouraged the students to participate in the study and moreover, to identify the remaining group of students. Second, personal network (word of mouth) and use of key resource persons from each group were used to inquire about current addresses on those students who could not be traced the previous method.

3. Results and Discussion

Profile of the research respondents

Table 1 shows profile of respondents in the College of Arts and Sciences.

Table 1
Arts and Sciences

School Year	Semester	Number of graduates	Number of graduates contacted	Percentage
SY 2003-2004	1st semester	13	4	31
	2nd semester	12	5	42
SY 2004-2005	1st semester	10	2	20
	2nd semester	10	3	20
SY 2005-2006	1st semester	12	4	33
	2nd semester	8	6	75
Total		**65**	**24**	**37**

It can be gleaned from the Table that 37 percent of the graduates from the College of Arts and Sciences were contacted as respondents for this study.

Table 2 shows profile of respondents in the College of Business and Accountancy.

Table 2
Business and Accountancy

School Year	Semester	Number of graduates	Number of graduates contacted	Percentage
SY 2003-2004	1st semester	174	55	32
	2nd semester	164	54	33

SY 2004-2005	1st semester	94	45	48
	2nd semester	118	53	45
SY 2005-2006	1ST semester	54	13	24
	2nd semester	98	48	49
Total		**702**	**268**	**38**

The Table 2 below shows that 38 percent of the total graduates of the College of Business and Accountancy were contacted as respondents for this study.

Table 3 shows profile of respondents in the Education.

Table 3
Education

School Year	Semester	Number of graduates	Number of graduates contacted	Percentage
SY 2003-2004	1st semester	82	50	61
	2nd semester	132	93	70
SY 2004-2005	1st semester	56	15	27
	2nd semester	116	51	44
SY 2005-2006	1ST semester	50	35	70
	2nd semester	98	15	15
Total		**534**	**259**	**49**

As shown in Table 3, forty-nine (49) percent of the total graduates of the College of Education were contacted as respondents for this study.

Table 4 shows profile of respondents in the College Engineering and Technology.

Table 4
Engineering and Information Technology

School Year	Semester	Number of graduates	Number of graduates contacted	Percentage
SY 2003-2004	1st semester	16	7	44
	2nd semester	43	20	47
SY 2004-2005	1st semester	14	10	71
	2nd semester	72	30	42
SY 2005-2006	1ST semester	30	15	50
	2nd semester	34	20	59
Total		**209**	**102**	**49**

It can be gleaned from Table 4 that forty-nine (49) percent of the total graduates of the College of Engineering and Information Technology were contacted as respondents for this study.

The Table below shows the summary of the number of respondents across the four colleges.

Table 5
Summary of the Number of Respondents

College	Number of Graduates Traced	Percentage
Arts and Sciences	24	37
Business and Accountancy	268	38
Education	259	49
Engineering and Information Technology	102	49
Total	**653**	**43.25**

Of the four colleges, the College of Education and College of Engineering and Information Technology absorbed 49 percent of respondents, followed by 38 percent from the College of Business and Accountancy and 37 percent from the College of Arts and Sciences
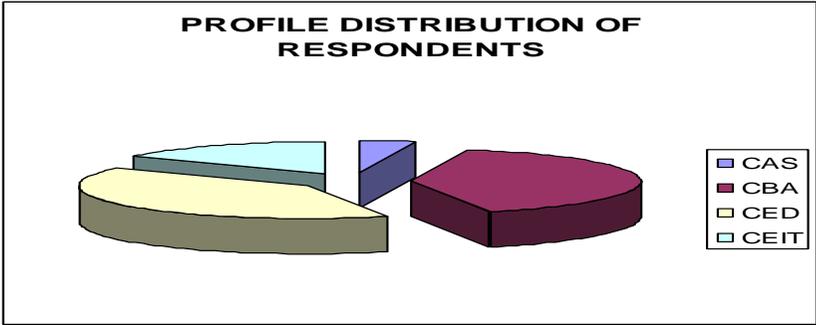

Figure 1
Profile Distribution of Respondents

Graduate Employment and Work

Table 6.1 shows the number of graduate employment and work in the College of Arts and Sciences.

Table 6.1
College of Arts and Sciences

School Year	Number of Respondents	Employed	Not employed	Further studies/Review
2003-2004	9	4	2	3
2004-2005	5	3	1	1
2005-2006	10	5	3	2
TOTAL	**24**	**12**	**6**	**6**

The Table above shows that 50 percent of the respondents from the Arts and Sciences are currently employed while 25 percent are not employed and getting further studies and/or review for bar/board examinations.

Table 6.2 shows the number of graduate employment and work in the college of business and accountancy.

Table 6.2
College of Business and Accountancy

School Year	Number of Respondents	Employed	Not employed	Further studies/Review
2003-2004	109	100	7	2
2004-2005	98	80	12	6
2005-2006	61	38	20	3
TOTAL	**268**	**218**	**39**	**11**

It can be gleaned from Table 6.2 that 81 percent of the respondents from the Business and Accountancy are currently employed, 15 percent are not employed and 4 percent are getting further studies/review for board or bar exams.

Table 6.3 shows the number of graduate employment and work in the college of education.

Table 6.3
College of Education

School Year	Number of Respondents	Employed	Not employed	Further studies/Review
2003-2004	143	118	20	5
2004-2005	66	43	10	7
2005-2006	50	33	15	2
TOTAL	**259**	**194**	**45**	**14**

As shown in the Table below, 75 percent of the respondents from the College of Education are employed, 17 percent are not employed and 5 percent are getting further studies/review for board exams.

Table 6.4 shows the number of graduate employment and work in the college of engineering and information technology.

Table 6.4

College of Engineering and Information Technology

School Year	Number of Respondents	Employed	Not employed	Further studies/Review
2003-2004	27	17	8	2
2004-2005	40	27	5	8
2005-2006	35	32	3	-
TOTAL	**102**	**76**	**16**	**10**

The Table 6.4 shows that 75 percent of the respondents from the Engineering and Information Technology are currently employed, 16 percent are not employed and 9 percent are getting further studies/review for board examinations.

Table 6.5 shows the summary of the number of respondents graduate employment and work from the four colleges.

Table 6.5

Summary

College	No.Of Respondents	Employed	Percentage
CAS	24	12	50
CBA	268	218	81
CED	259	194	75
CEIT	102	76	75
TOTAL	**653**	**500**	**70.3**

The Table above shows that the College of Business and Accountancy has the most number of respondents employed with 81 percent. About 75 percent of the respondents from the College of Education and Engineering and Information Technology reported employed while 50 percent of the respondents from the College of Arts and Sciences are employed. It is interesting to note that there is a bigger job market for the graduates of Business and Accountancy as there are in the other colleges which accounts for the higher number of opportunities available for the

graduates. Overall, there is a high percentage (70.3%) of the traced graduates who are currently employed.

Table 7 shows the percentage distribution of major work area by the four colleges graduates.

Table 7
Percentage distribution of major work area.

WORK AREA	CAS	CBA	CED	CEIT	TOTAL
Supervision of production	-	5	3	7	**4**
Training/Teaching	10	3	74	7	**23.5**
Preparatory/Supervisory	-	5	3	13	**5.3**
Construction/Design	-	-	-	16	**4**
Data processing	8	5	3	7	**6**
Research and Development	8	3	-	-	**3**
Management	-	14	6	3	**6**
Marketing	8	32	6	4	**13**
Personnel Affairs	8	5	3		**4**
Accountancy/Finance	-	18	-		**5**
General Office works	42	3	3		**12**
Information Systems	-		-	40	**10**
Business/Self-employed	16	7	3	3	**7**
Total	**100**	**100**	**100**	**100**	**100**

Major Area of Work Assignment

The results showed that 47 percent of all graduates of La Salle University were employed in public institutions. The private sector employed 48 percent and only 5percent were involved in self employment and other activities. Lack of initial capital to start own business, lack of confidence to venture into self employment, and generally parents expectation to be supported after they have done their part in educating their children may be compelling reasons for the new graduate to seek employment as opposed to self employment.

It can be gleaned from the Table that major area of work assignment for graduates varies but up to 23.5 percent of the respondents were involved in teaching and training, followed by 13 percent whose major work assignment was in marketing. The percentage of graduates in teaching and marketing were high because of the number of respondents from the Education degree field and the Commerce degree. General Office work absorbed 12 percent each of the total number of graduates, but of course as indicated already most of the graduates that accounted for this were from Arts and Sciences degree field. About 10 percent of the respondents reported that their major area of work assignment was in information systems. It was surprising to note that very few graduates were involved in such major work assignment as construction/design, personnel affairs, research and development and supervision of production.

In general, it was apparent that the sector of employment absorbing most of these graduates were related to their degree fields except for Arts and Sciences which seemed to fit anywhere.

Figure 2 shows the current contacts to alma mater.
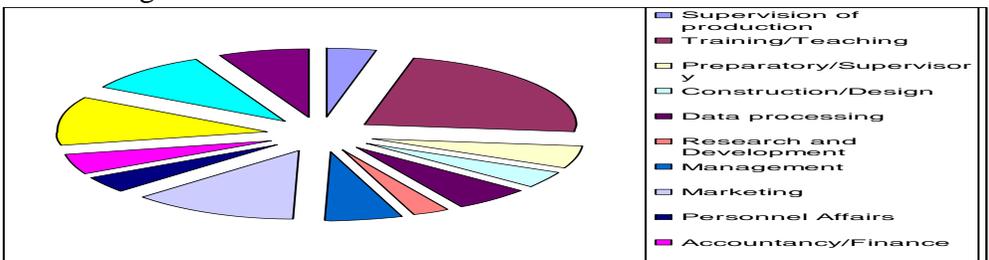
It was clear that there was very little connection/contact between graduates of the La Salle University with the colleges once they have graduated. Irrespective of Bachelor's degree field, the year of graduation or sector of employment, 70 percent of the respondents indicated that they had no contacts whatsoever. To foster contacts between colleges and its graduates, 8 percent of the respondents suggested a newsletter while 6 percent indicated that graduate meetings would foster connections/contacts between graduates and the school. It was unfortunate that the ICC-La Salle has no Newsletter where the school would up date its graduates on latest developments taking place in the campus. In other schools, the graduates also contribute articles on their success, promotion or even change of employment. Administration and faculty must consider the possibility of having a Newsletter for the alumni.

Limitations of the Tracer

The time-span of the tracer study was limited and therefore time and resources were restricted to remind all graduates. Moreover, due to the fact that the tracer study was primarily founded on the data available from the job placement form they filled out prior to graduation, there were graduates who were not located because some contact numbers could not be contacted. This goes to show that the tracer study might not have been perceived important enough to motivate participation. Sending the questionnaire by post t the La Salle University graduates was an available option but due to the fact that the graduates might not return the questionnaire to the Guidance Center on time, this option was abandoned.

4. Conclusion and Recommendations

Conclusion

Although the number of respondents to the questionnaires was 43 percent, a lot of valuable information had been gathered. The courses being offered had generally changed in all constituent colleges of the school towards more job-oriented. This had enabled most of the graduates to work with little or no initial training after graduation. For those that had received

some training, it has been mostly on-the-job. The opportunities of securing a job by a graduate had declined over the years. Most of the graduates had changed jobs more than once. This was because recently most graduates were employed initially in jobs not linked to their training due to job scarcity. They only moved to jobs related to their training later, hence the high number of graduates who had changed employment.

A good percentage of graduates are employed in the training/teaching sector while a few of the graduates are involved in major work area related to research and development, supervision of production and construction/design.

Majority of the respondents didn't have any contact with their respective colleges and/or departments. A newsletter was suggested to increase alumni involvement in the activities of the university.

Recommendations

On the basis of the findings and conclusions, the following are recommended:

1. That the administration should involve the alumni in the activities of the university so as to increase graduate participation.

2. The administration should include the achievements and news of the graduates in the newsletter or bulletins.

3. That the Alumni Affairs Office should collect information from the graduates and consequently keep a database of the graduates to be updated yearly.

4. That a more comprehensive graduate tracer study survey form should be used which includes other areas such as salary and benefits, trainings and seminars attended, skills relevant to the graduates, employer's preferred skills.

5. That a further and more comprehensive study should be conducted to increase the number of questionnaires being returned.

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Profile of Study Orientation of the Psychology Students of La Salle University

Zephyr Love Mutia
Guidance Center

Abstract

This paper attempts to determine the academic behaviors of Psychology students of La Salle University using a descriptive research method. It anchors on the findings of Ansari (1980) showing that, study habits and study attitudes are both significant variables which determine the academic performance of the students. The study uses the Survey of Study Habits and Attitudes adapted by Brown & Holtzman (1967) to measure the students' study orientation. It also measures four basic subscales namely delay avoidance, work methods, teacher approval and the education acceptance of students. The results indicate a low study orientation of students which may potentially pose academic difficulties to the students or may hinder them from fully using their full potentials for academic success. These findings are useful to the administrators and faculty for understanding students' underachievement. They can also be used as basis for academic intervention that enhances student support programs of the school. Similar studies including a larger population are recommended.

1. Introduction

Increasing the academic performance of students has always been the major drive of La Salle University's educational system. However, for the past years, moving towards such goal has been most challenging for every academic institution and educator. The achievement rates of elementary and high school students in the country based on the National Achievement Tests remain far below the passing rate of 75 percent (Oliveros, 2007). Although the results of the students' academic performance may place the students at a disadvantaged position for college work, students continue to enroll in the tertiary education in the hope of a better future. Regardless of this trend, colleges and universities continue to set high academic standards in the goal of producing quality graduates who can compete in the labor market. Thus, the challenge of training these low performing students to become quality graduates is most apparent in the tertiary level.

Rationale

The recent results of the La Salle University college entrance exam showed that majority of the scholastic performance of the freshmen students fall on below average bracket (Baga-an, 2008). Despite this scholastic performance, La Salle University tries to maintain its high academic standards. This involves insightful interventions designed to increase students' academic success and employability of graduates. One step towards intervention is to obtain a profile of the students' study habits and attitudes through the use of the diagnostic test on Survey of Study Habits and Attitudes (SSHA) adapted by Brown and Holtzman. The results of the test provides the student with a systematic, standardized way of indicating some of the students' feelings and practices regarding schoolwork. It therefore provides basis for helping students improve their study habits and attitudes and thus inspires academic motivation and success (Brown & Holtzman, 1967). Such direction of the study is supported by the work of Ansari (1980) showing that, study habits and study attitudes are both significant variables which determine the academic performance of the students.

Review of Related Literature

Most students advancing to college education expect to finish a degree as a venue for personal and economic progress. Taking their personal ambition into consideration, the colleges, however are continually faced with increasing number of cases of students with serious academic problems. Recent speculations of the problem come from Yazon (2007), stating that the two major concerns of college students are getting control of study habits and time management. Solomon (2002) also notes that most students entering the 21st century have poor or no study habits. These students enter college without the ability for taking notes and for critical/logical reasoning. They do not plan their study time and do not know how to organize subject material in order to learn and succeed.

Good (1973) defines the term study habits as the student's way of study whether systematic, efficient or inefficient etc.Good study habits are perceived to be the determinants of the academic performance. Anastasi

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(1990) defines attitude as, "a tendency to react favorably or unfavorably toward a designated class of stimuli." Attitudes offer great possibilities for successful achievement in studies. They are an important motivator of behavior and affect the achievement of the students. According to Crow & Crow (1979), a child's attitude towards his work affects his worthwhileness in his activity. A child should not be permitted to do completely as he wishes. He should be stimulated toward desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes encouraged during childhood serve well during adolescence. The attitude of the teacher, group leader is important, in a child's study habits.

Significant research findings reveal that good study habits and attitudes have been found to be significantly interconnected with students' academic success. Russell and Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student attitude and academic performance of college students. Results of this study indicate a positive correlation between study attitude, study habit, and academic achievement.

Brown and Holtzman's Survey of Study Habits and Attitudes (SSHA) is a tool used to measure students' academic behavior. It measures traits which play an important role in academic success. The test has four basic subscales. The subscale on Delay Avoidance is defined as the students' promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction. Work Methods pertains to the use of students of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. Teacher Approval refers to the students' opinion on teachers and their classroom behavior and methods. Education Acceptance relates to the students' approval of educational objectives, practices and requirement (Brown & Holtzman, 1967).

Conceptual Framework

The study is built on measuring the study orientation of students which plays important role in academic performance. The study orientation has two components (Figure 1) namely, study habits and

study attitudes. Under study habits, there are two more subscales which are delay avoidance and work methods. The study habit on the other hand is broken down into teacher approval and education acceptance. These factors if properly develop in the students through linking with student support services units, students then will be guided in achieving academic success.
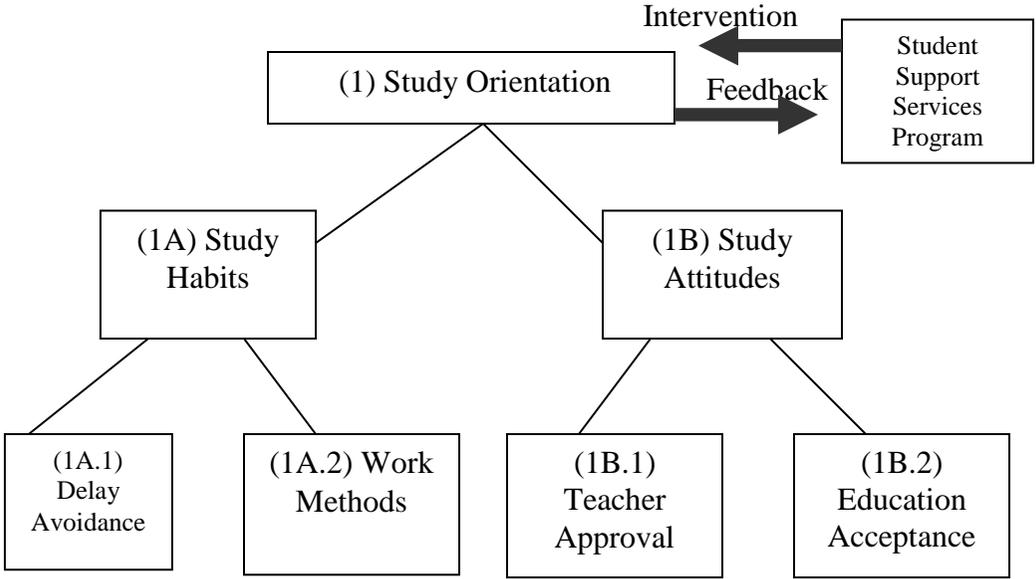

Figure 1
A schematic diagram of the interaction between Study Orientation and Student Support Services Program

Statement of the Problem

This study is conducted to measure the students' academic behavior. Specifically, it seeks to answer the following questions:

    1.   What is the overall Study Orientation of Psychology students?

2. What are the Study Habits of Psychology students in terms of:
   a. Delay Avoidance (DA)
   b. Work Methods (WM)
3. What are the Study Attitudes of Psychology students in terms of:
   a. Teacher Approval (T)
   b. Education Acceptance (EA)

Significance of the Study

The data of this study serves as an initial student-information resource which school administrators, faculty and staff can use as basis for enhancing La Salle University's overall academic programs. It enables the school to systematically understand the academic mindset of students by producing a standardized assessment of students' feelings and practices towards scholastic activities. In other words, students, faculty and staff alike can benefit in the study since it strengthens a system of feedback for a productive interrelationships. It also facilitates identification of students who have detrimental study behavior pattern and therefore needs immediate intervention. The study also serves as basis for specific plans of interventions for the administrators and these interventions may be brought to the classroom levels by the respective teachers. Based on the data provided, these interventions become specific to correcting, modifying or reinforcing a particular study behavior pattern of students to boost students' academic motivation and therefore inspires achievement. The study also can direct the course of academic counseling, workshops and in-service training provided by the school's guidance counselors. Effective interventions in the future may prevent incidences of student's withdrawal from the program particularly in the Psychology department, and therefore maintains and attracts stability. The same procedure may be applied to benefit other programs in the University.

Scope and Limitation

The study was conducted among all the Psychology students of La Salle University, Ozamiz City. The results are based on the responses made by the 30 respondents that made up the total population of students of the Psychology program as of first semester school year 2008-2009. The findings of this study are based on the overall scores obtained using the questionnaire, but does not cover item by item examination of responses.

2. Methodology

The study employed the descriptive research method to determine the profile of La Salle University Psychology students' Study Habits and Attitudes through the use 100-item SSHA questionnaire.

The study was conducted at La Salle University, Ozamiz City. The institution runs 7 colleges and offers around 30 various academic courses to its vast population numbering 3, 000-3, 500 students. Every year, La Salle University thrives to maintain its commitment for academic excellence and inculcation of Christian values to its students.

The study was based on the entire population of the Psychology students of La Salle University. It composed of 30 student-respondents from all year levels as of first semester of this school year 2008.

The study employed the Survey of Study Habits and Attitudes (SSHA) - Form C adapted by Brown & Holtzman (1967). It consisted of 100-item questionnaire for college students. The test measures study methods, study motivation, and certain attitudes towards scholastic activities which are important in the classroom. Study behaviors of students are specifically measured using the four subscales namely Delay Avoidance, Work Methods, Teacher Approval and Education Acceptance.

Raw scores have corresponding percentile equivalent. Percentile scores of 76-above are considered high, 26-75 are average and 25-below fall on the low bracket. Highs scores on the test are characteristic of students who get good grades, while low scorers tend to be characteristic of those who get low grades.

3. Results and Discussion

Table 1 shows the distribution of the study orientation of the respondents.

Table 1
Study Orientation Distribution

Verbal Description	Frequency	Percentage
High	3	10
Average	8	27
Low	19	63
Total	**30**	**100**

Table 1 shows that the bulk of the population has low study orientation. There are some students who got average scores and only few got high scores.

Table 1A shows the study habits distribution of the respondents.

Table 1A
Study Habits Distribution

Verbal Description	Frequency	Percentage
High	3	10
Average	8	23
Low	20	67
Total	**30**	**100**

Table 1A indicates that majority of the students scored low in study habits. Some of them scored average and a few got high scores.

Table 1A.1 shows the delay aoidance distribution of the respondents.

Table 1A.1
Delay Avoidance Distribution

Verbal Description	Frequency	Percentage
High	3	10
Average	8	27
Low	19	63
Total	**30**	**100**

Table 1A.1 reveals that most of the students got low scores in delay avoidance. Some of them scored average and only few scored high.

Table 1A.2 shows the work methods of the respondents.

Table 1A.2
Work Methods Distribution

Verbal Description	Frequency	Percentage
High	3	10
Average	13	43
Low	14	47
Total	**30**	**100**

Table 1A.2 and Table 1A.2 show that there are almost the same numbers of students who scored low and average in the work methods and only few obtained high scores.

Table 1B shows the study attitudes of the respondents.

Table 1B
Study Attitudes Distribution

Verbal Description	Frequency	Percentage
High	2	7
Average	11	37
Low	17	57
Total	**30**	**100**

Table 1B shows that the majority of the scores of students in Study Attitudes are low. Some of the students scored average, and only few got high scores.

Table 1B.1 shows the teacher approval of the respondents.

Table 1B.1
Teacher Approval Distribution

Verbal Description	Frequency	Percentage
High	4	13
Average	14	47
Low	12	40
Total	**30**	**100**

Table 1B.1 reveals that the there are more students who got average scores in teacher approval than those who got low scores. Only few obtained high scores.

Table 1B.2 shows the education acceptance of the respondents.

Table 1B.2
Education Acceptance Distribution

Verbal Description	Frequency	Percentage
High	2	7
Average	12	40
Low	16	53
Total	**30**	**100**

Table 1.B2 indicates that majority of the students scored low in education acceptance. Some scored average and only few obtained high scores.

4. Findings, Implications, Recommendations

Findings

The following are the findings based on the study:

1. Only few students are found to have high study orientation.
2. Most of the students have low study orientation.
3. Students generally do not practice delay avoidance.
4. Almost half of the students scored low in work methods.
5. Majority of the students scored low in teacher approval.
6. Majority of the students low in education acceptance.
7. Only a few students obtained high scores in delay avoidance, work methods, teacher approval and education acceptance.

Implications

Based on the findings, it showed that the students in general have poor study habits and attitudes. One major concern of students in terms of study habits is a serious procrastination problem. For this study, the academic procrastination of students is made shown. Students continue to work or complete schoolwork at a later time. The low scorers, which composed the majority, suggest that they have high need for help to overcome behavioral procrastination pattern. Only few practice highly efficient study skills and good time-management towards academic work. Most of them use ineffective study procedures in their study time. Students do not have high opinion of teachers and their classroom behavior and methods. Students also are found to hold poor perception towards educational objectives, practices and requirements. These academic behaviors of students revealed in this study, indicates that majority of them may be performing low in academics or are not using their full potentials for better academic achievement.

Recommendations

From the study, the researcher recommends the following:

1. For improving students' study habits

    a. Workshop on Study Skills and Time Management for students – this immediately addresses to correct the problem of students on procrastination and inefficient study procedures.

    b. Problem-based Workshop for teachers – deals on how to structure assignments and formulate questions that motivates students to learn.

2. For improving students' study attitudes

    a. Psychology Orientation – to be conducted every semester in order to inform, update and give a chance to each student to express his reactions and suggestions on the activities and policies as early as the start of the semester. This activity will help reduce the students' misconception and dissatisfaction of the program's policies.

    b. Rubrics for Grading and Assessment Workshop for teachers – allows teacher to clearly communicate their expectations to students in a given academic task. Students in return can see fairness, integrity and will be motivated to improve upon the clearly set standards.

3. Guidance Center's individual and group counseling – allows the guidance counselors to skillfully counsel the students who have deep seated negative academic attitudes arising from personal experiences.

4. Future study to be conducted on students' study orientation per college that includes examination of the students' individual responses for in-depth feedback to school administrators and faculty.

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The Relationship between Learning Styles and Academic Performance of ICC-La Salle First Year Nursing Students SY 2005-2006

Gladys Tabal
Guidance Center, Director

Abstract

The study aims to find out whether learning styles is related to academic performance of the nursing students of ICC-La Salle. A Learning Style Instrument developed by the researcher was used to assess the learning style of the students. The students' academic performance as represented by the Grade Point Average of the 2nd Semester, School Year 2005-2006. Results revealed that majority of the respondents were predominantly visual. Correlation analyses established a very weak and not significant relationship between learning style and academic performance except for tactile learning style which showed a negative weak and not significant relationship. These findings implied that the respodents possess a variety of learning styles. Thus, there is no best learning style, no right or wrong learning style for a student to use in order to yield good grades. Some other factors could influence a student's academic performance. Therefore, further studies are recommended in order to determine these factors.

1. Introduction

ICC- La Salle as an institution of higher learning is concerned with the student's holistic development. Furthermore, it aims to empower every individual to acquire technical and professional competence. With this, the institution works hard in order to achieve such goals and provide quality education.

The first year marks an important transition period from secondary schooling to college education. In addition to coping with identity issues, first year students also face the challenge of meeting academic requirements in a learning environment drastically different from high school. There are a lot of indicators to student success, one of which is the student's own learning style.

Hence, it is a common knowledge that when students yield high grades, transfer of learning is well facilitated. Lasallian students, as further

observed by the teachers, learn through the use of visual aids and materials given by the instructor, either through paper presentation or the assistance of educational technology. Nevertheless, amidst the present process of learning in the institution, there is still foremost crisis that is predominantly arising, specifically the poor outcome of the academic performance of the students. To do this, the researcher believes that the very first thing to consider is the students' preferred way of learning so that the institution could eventually come up with strategies in response to their needs.

Statement of the Problem

The study seeks to determine whether learning styles have a significant relationship with academic performance. Further, it also aims to answer the following questions:

1.) What is the profile of the sophomore college students with respect to:
1.1 Sex
1.2 Grade Point Average

2.) What is the profile of the respondents according to learning styles?
2.1 Auditory Learning Style
2.2 Visual Learning Style
2.3 Kinesthetic Learning Style
2.4. Tactile Learning Style

3.) Is there a significant relationship between Learning Styles and Academic Performance?

Significance of the Study

The result of this study could be a source of reliable facts for implementing innovative teaching strategies and institutional policies directed at making the learning experience more meaningful.

Scope and limitation

The range of this study was limited only to the students' learning styles and their overall academic performance as measured by the Grade Point Average.

The independent variables were the learning styles: Auditory, Visual, Kinesthetic and Tactile which are components of the Dunn and Dunn Learning Style Model.

The dependent variables were edged only to the academic performance of the students as measured by the Grade Point Average regardless of the units taken.

The respondents of this study were the Nursing first year students for the 2nd semester, SY 2005-2006.

Review of Related Literature

The Dunn and Dunn Learning Style Model, as cited by Tenedero (2003) has provided a very comprehensive basis in the formulation of varied learning style tests used as an intervention program to students. Many students are lost in the current educational system because we do not understand how they learn". The elements of physiological preference give way to the development of perceptual strengths, which in turn, provided a simple yet helpful overview as to how a student learns effectively. Since biological needs determine the ability to process, retain and recall new and difficult information, it is necessary for teachers to allow students to study and learn according to their needs. R. Dunn and K. Dunn (1992) reveal the benefits of a comprehensive model of learning styles because not only are many individuals affected by different elements of a learning style, but so many of the learning elements are capable of increasing academic achievement. The Dunn and Dunn model traces its roots to two distinct learning theories: Cognitive Style Theory and Brain Lateralization Theory. Cognitive Style Theory is based on the idea that individuals process information differently on the basis of either learned or inherent traits. Cognitive style is a term used to describe the way individuals think, perceive

and remember information or their preferred approach using each information to solve problems. If a student has similar cognitive style to his or her teacher, the chances that the student will have a more positive learning experience is said to be improved. Brain Lateralization Theory is based on the idea that the two hemispheres of the brain have different functions: left brain for verbal-sequential abilities and right brain for emotions-spatial holistic processing. Students who are left-brained learners tend to approach things in a logical, linear or verbal manner, while students who are right-brained learners tend to approach things in a more creative, spatial or holistic manner.

Further, Sarasin's model (1998) identifies students in one of three modalities, Auditory, Visual, Tactile/Kinesthetic; based on how they prefer to receive and process information. It is also important to note that although individuals record information using all three modalities, most of us have preference for one of the modalities. Individuals who prefer to hear information and work from pieces to the whole are auditory learners. These learners are orderly and sequential and have the ability to think in an abstract manner. They tend to be reflective, sequential and analytic and are cognitive by nature. On the other hand , visual learners like charts , graphs and other visual aids to really understand the material, work from general to specific. These students will sometimes create their own pictures to help learn. Visual learners have characteristics that are random, holistic, global, perceptual, concrete and imaginative. Lastly, tactile / kinesthetic learners learn best by being physically and actively involved in the learning process. They are behavioral by nature and need to "do" something in order to understand the nuances or truly master a concept.

Conceptual Framework

Learning occurs at different levels and in different ways. In schools, students prefer to focus or attend to certain information in different ways; thus, achieve understanding at different rates.

As defined by Binkley (2007), learning style is the way that information is processed. It is reflected in the way a person respond to different stimuli in order to understand new information. Thus, the way a

person learns is influenced by the style he uses to process the information. People access through all senses but generally favor one. The present study suggests that learning styles influence a student's academic performance. The approach student's use in their study is very significant on both the quality of learning and academic success. For example, students who are aware and who use their personal learning styles, usually learn more easily, retain learning better and longer and enjoy the learning experience more than those who do not (Tittel,2004). As Miller (2000) also stated, success comes with many different learning styles. If an individual is aware of how his brain best learns, he has a better chance of studying in a way that will pay off when it is time to take the exam.
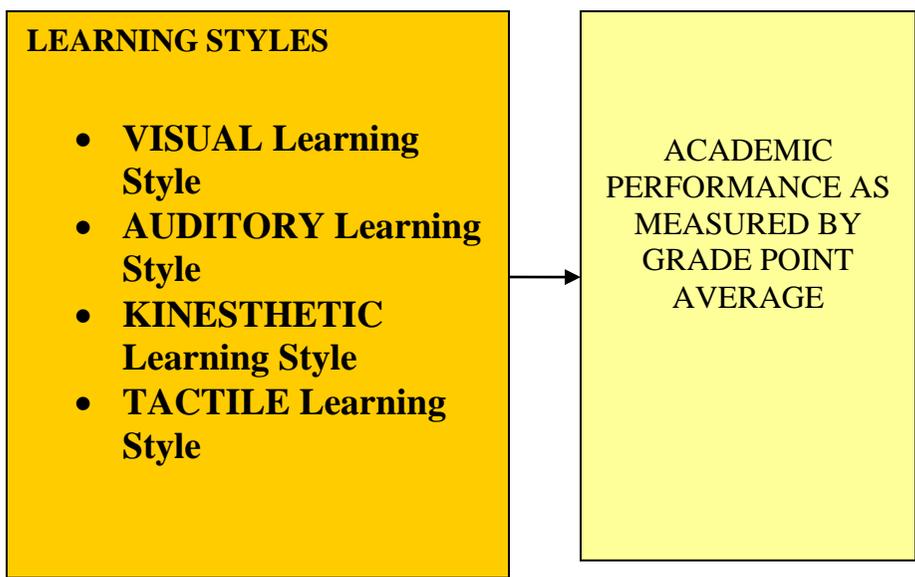
LEARNING STYLES

- **VISUAL Learning Style**
- **AUDITORY Learning Style**
- **KINESTHETIC Learning Style**
- **TACTILE Learning Style**

ACADEMIC PERFORMANCE AS MEASURED BY GRADE POINT AVERAGE

Figure 1.1
A schematic presentation of the relationship between learning styles and academic performance.

2. Methodology

This study used the descriptive design for research. Descriptive design is used to obtain information concerning the current status of the phenomena to describe, "what exists" with respect to variables or conditions in a situation.

The study was conducted at ICC- La Salle, a sectarian institution accredited by the Philippine Association of Accredited Schools, Colleges and Universities Commission on Accreditation (PAASCU). The institution aims to develop youths for excellence and service.

The respondents of the study were first year Nursing students of ICC- La Salle. There were 127 first year students who participated in this study.

The Learning Styles Instrument is a researcher-made instrument based on the "Learning Modality Assessment Tool" from Incentive Publications Inc.,Nashville, TN.(1990). The test originally consisted of 14 statements, however, more items were added in order to get a representation of the four learning styles. The first fourteen (14) items came from the original tool while items 15- 25 were the items formulated to fit the research. The items in the modified tool comprised statements that would best describe the respondent as a learner. In this research, the tool consisted of 25 items in which respondents had to answer. Each item consisted of four choices, represented by letters. Choices for letter A corresponded to Auditory learning style, letter B for Visual learning style, letter C for Kinesthetic learning style and letter D for Tactile learning style.

3. Results and Discussion

Table 1 presents the respondents' demographic profile.

Table 1
Distribution of Respondents according to Sex
and Grade Point Average

Sex	Number of Students	Percentage
MALE	83	65
FEMALE	44	35
	127	100
GPA		
1.0-2.0 (Fast Learners)	67	53
2.1-2.6 (Average Learners)	51	40
2.7-5.0 (Slow Learners)	9	7
Total	**127**	**100**

Table 1 presents the profile of respondents according to Sex and Grade Point Average. Among the sample of 127 students, 65% are male and 35 % are female. As shown in the Table, there are more female respondents than male.

It can also be gleaned from the Table that 53 % of the respondents got a high grade point average between 1.0-2.0. They are regarded as fast learners. Fast learners refer to those students who possess the ability to comprehend and solve difficult problems at hand. They are also capable of doing complex tasks with ease. Nursing students who are regarded as fast learners are those who excel in almost all subjects, give outstanding class participation and achieve more than the passing rate for quizzes or long exams. On the other hand, 40% are average learners. Students who can complete tasks with minimal supervision and solve less difficult problems are referred to as average learners. In ICC La Salle, students who are described to be average learners are those who can cope with the lessons enough for them to get passing rates during quizzes or long exams, students who participate in activities but sometimes need assistance from the instructor in order to understand more difficult ideas or instructions. On the other hand, only 7% of the respondents got a GPA, which falls within the range of 2.7-5.0 and are referred as slow learners. Slow learners are those students who require close supervision when accomplishing tasks and

solving problems. They are students who need extra effort of the instructor in order to cope with the demands of their academic life.

Table 2 shows the distribution of respondents according to their learning styles.

Table 2
Distribution of respondents according to their learning styles

Learning	Number of Students	Percentage
VISUAL	53	**42**
AUDITORY	47	**37**
KINESTHETIC	14	**11**
TACTILE	13	**10**
Total	**127**	**100**

Table 2 presents the profile of respondents according to their learning styles. Among the 127 students, 42% possess a visual learning style, which stands to be the highest among the 4 learning styles. This refers to the style of learning by reading or viewing (Tenedero, 2003). With the utilization of educational technology like power point presentation and other multimedia instructional materials, teachers slowly made a transition from pure lecture to the use of educational technology. On the other hand, 37% got an auditory learning style, a style of learning by listening or hearing (Tenedero, 2003).This could be accounted for the fact that majority of the teachers employed teaching style through lectures and discussions. Furthermore, 11% possess a Kinesthetic learning style. This refers to the style of learning by doing (Tenedero, 2003). Lastly, 10% of the respondents possess a Tactile learning style which refers to the style of learning by touching (Tenedero, 2003). As mentioned by Matthews (1991) in his study, differences in learning styles across academic disciplines suggest that students select majors that match their learning styles.

Results reveal that when learning styles are ranked according to the respondents' preference, visual learning style ranks first. Visual learning style which refers to students who learn best by seeing or visualizing things in mind, reading workbooks, remember people by their faces, understand

something better by examining charts / maps / diagrams. Some students appreciate the topic more when they are presented with pictures. These students learn best when, for example, a picture of a brain will be shown when the topic is all about the parts of the brain. As adolescents, college students enter the highest level of cognitive development, as Piaget called the formal operations stage – the time when they develop the capacity for abstract thought. However, the results reveal that they have not yet mastered this stage of cognitive development.

Next is Auditory learning style. Respondents with this style learn best when listening to lectures, records or tapes, they solve problems when talking to a friend, remember phone numbers or grocery list by repeating them orally, remember people by their names, and they are good in oral recitation. While Kinesthetic learning style means that students learn best by actively participating in the class, being physically involved in the process, remember people by their actions, likes teachers who explains things through body movements and good in physical activities. Few students use this learning style since such style is limited to courses that require physical activities. Lastly is the Tactile learning style which says that students learn best by taking notes and highlighting key terms, scribbling down action plans, sketching the new lesson learned, making a list of new words learned, remember people by their hand gestures or mannerisms and easily remembers something he has touched. Computer hands-on is one way in which a student with tactile learning style learns best. Like the Kinesthetic learning style, Tactile-learning style is seldom used since its application is limited to courses that require actual / manual operations.

Table 3 shows the Correlation between learning styles and academic performance as measured by GPA

Table 3
Correlation between learning styles and
Academic performance as measured by GPA

Variables	α	R	r^2	Significance	Decision (Ho)
Auditory Learning Style	.05	.021	.0013	.740	Accept

Visual Learning Style	.05	.018	.000251	.881	Accept
Kinesthetic Learning Style	.05	.145	.00021	.465	Accept
Tactile Learning Style	.05	-.013	.001646	.929	Accept

Table 3 shows the relationship between the respondents' learning style and academic performance. Auditory learning style has a correlation coefficient (r) of .021. This shows a very weak positive relationship with GPA. The coefficient of determination (r^2) is .0013 which implies that the Auditory learning style explains .13% of the variation in GPA. The significance is .740. While the correlation coefficient (r) of Visual earning style is .018. This also shows a very weak positive relationship with GPA. The coefficient of determination (r^2) is .000251 which implies that the Visual learning style explains .025% of the variation in GPA. The significance is .881.

Kinesthetic learning style has a correlation coefficient (r) of .145 which implies a very weak positive relationship with GPA. The coefficient of determination (r^2) is .00021. This means that the Kinesthetic learning style explains .021% of the variation in GPA. The significance is .465.

The correlation coefficient (r) of Tactile learning style is -.013. This shows a negative weak relationship with GPA. The coefficient of determination (r^2) is .001646. This implies that the Tactile learning style explains .13% of the variation in GPA. The significance is .929.

A positive relationship suggests that when the strength of a learning style increases, GPA also increases. While a negative relationship suggests that when the strength of a learning style increases, GPA decreases and when the strength of a learning style decreases, GPA increases. Results of the present study therefore implies that the more the students use the Auditory, Visual or Kinesthetic learning styles, the more they yield an increase in their GPAs. On the other hand, the negative result for Tactile learning style implies that the more the students preferred the Tactile learning style, the less likely they would yield an increase in their GPAs.

The said relationships however, are not significant at .05 level. The null hypothesis is therefore accepted. Results suggest that there is no significant relationship between learning styles and academic performance.

Although much has been said about the existence of a relationship between learning styles and academic performance, results of the present study revealed that there is no significant relationship between learning styles and academic performance. The study of Womble (2001), suggests that several stressors can also influence a student's academic performance. These factors include time management, sleep deprivation, financial problems, and social activities.

In ICC La Salle, no significant relationship exists between the first year students' learning style and their GPA because the student's academic performance is probably related more to other factors than their learning style. According to the study of Womble (2001), there are several stress factors that influenced a student's GPA. Such factors are socioeconomic status, the quality of the home environment, and parental involvement influence the course of school achievement. Other factors include peer influence, quality of schooling and student's (and parent's) belief in their ability to succeed (Papalia, 2004).

4. Summary of Findings, Recommendations

Summary of Findings

1. More than half of the respondents of the study are female.

2. Majority of the respondents are fast learners.

3. Almost half of the respondents have Visual Learning Style.

4. Results showed a very weak positive and not significant relationship between Visual learning style and academic performance (r =.018; p>.05), Auditory learning style and academic performance (r=.021; p>.05) and Kinesthetic learning

style and academic performance (r=.145; p>.05). Tactile learning style has a weak negative relationship (r= -.013; p>.05) with GPA. With this, the null hypothesis which states that there is no significant relationship between learning styles and academic performance was accepted.

Recommendations

With the result of the present study, the following recommendations are made:

1. Instructors should be aware of the learning styles of their students. With this, they would be able to incorporate student's learning styles into the pedagogical design of their subjects/courses, which would lead to their student's academic success.

2. Seminars / Workshops should be organized to enable teachers to have a better understanding about learning styles and their applications.

3. For teachers and school administrators, to study other factors which seem to be related to academic performance.

4. The respondents were first year Nursing students only, they may have different motivation from other students that might impact their academic performance. It would be valuable to study students from other courses to generalize the findings.

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Self-Efficacy and Academic Procastination among Selected La Salle University Students SY 2006-2007

Gladys Tabal
Guidance Center, Director

Abstract

The self-efficacy and academic procrastination were investigated among 283 La Salle University students. The respondents were gathered through purposive sampling. The research instrument was composed of three parts; the first part was the demographic survey, the second part was the researcher-made self-efficacy questionnaire and the third part was the standardized Procrastination Assessment Scale-Students (PASS).

The results revealed that self-efficacy has a weak but highly significant relationship to academic procrastination (r=-2.99, p=0.001). Furthermore, regression analyses proves that all three antecedents of academic procrastination ; fear of failure, task aversiveness and fear of social disapproval can significantly predict academic procrastination. Some other factors, thus, could predict academic procrastination and so there is a need to conduct further studies in order to determine these factors.

1. Introduction

Every class in college will involve assignments- tasks, term papers, oral presentations, each with their own deadline. One of the barriers in meeting deadlines is procrastination.

Academic procrastination has been an intriguing phenomenon in most colleges and universities. A number of students acknowledge that they procrastinate at one point in their studies. Academic procrastination is thought to be one of the reasons why students fail to pass their requirements and thereby get incomplete grades in their subjects.

La Salle University aims to educate the youth for excellence and service. As an academic support service, the Guidance Center conducts routine interview to students with failing grades and incomplete (INC) grades being referred by the faculty members. Students reported that they get incomplete grades for the following reasons; financial constraints and

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the tendency to delay their academic task. Students get incomplete grades in English, Feasibility Studies and Thesis writing subjects because these subjects require a research output to be passed at the end of the semester. Most of the students were not able to finish on time the required task, which caused them to get an incomplete grade.

College education is basically based on own initiative and task persistence. College students are expected to have the ability to compete in their academic requirements. To have the ability is not enough; one should have the belief that they have the ability to do a specific academic task to transform it into action. The belief in their ability would motivate the students to accomplish task that is required of them. An abundance of prior research indicates that students' self-of efficacy has an important impact on students' motivation and behavior within achievement situations. Typically, students with higher levels of self-efficacy tend to engage in academic tasks more readily, use more deep-level and regulatory strategies, persist longer, and achieve higher grades than students who are less sure of their ability to succeed (Bandura, 1997; Pajares 1996). Although one might predict that students who are more self-efficacious would be less likely to procrastinate. Some prior research indicates that college students who express higher levels of self-efficacy for social or everyday tasks (but not self-efficacy for academic tasks) report less frequent procrastination than other students (Ferrari et al., 1992; Lay, 1992; Martin et al., 1996).

Human behavior functions because of many motivational factors. However, it is extensively motivated and regulated by cognitive self-influence. The most focal and pervading is people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. People's beliefs in their efficacy are developed by four main sources of influence. They include mastery experiences, seeing people similar to oneself manage task demands successfully, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicative of personal strengths and vulnerabilities. Ordinary realities are strewn with impediments, adversities, setbacks, frustrations and inequities. People must,

therefore, have a robust sense of efficacy to sustain the perseverant effort needed to succeed. (Bandura, 2000).

With the threat that academic procrastination can do to the academic performance of the students, it is important to assess the role of self-efficacy on academic procrastination and its reasons. Students' belief in their capabilities to master academic activities affects their aspirations, their level of interest in academic activities, and their academic accomplishments. There are a number of school practices that, for the less talented or ill prepared, tend to convert instructional experiences into education in inefficacy. Self-appraisal of capabilities determines goal aspirations. Indeed, the stronger the self-efficacy, the higher the goal aspirations people adapt and the firmer is their commitment to them. (Bandura, 1991; Locke and Latham, 1990). As a student, self-efficacy is understood as ones belief that a student can do the required academic tasks thereby accomplishing academic tasks on time.

The primary focus of this research is to study the effect of self-efficacy and academic procrastination and the reasons thereof. First, this study specifically looks into self efficacy beliefs and its relationship to academic procrastination. Second, academic procrastination levels are studied as to its relationship with task aversiveness, fear of failure and fear of social disapproval.

Conceptual Framework

Student success is a major concern of the faculty of colleges and universities. An indication of their success is completing their course work at the specified time. In college, students face a number of requirements from the different subjects they enrolled in. Students need be motivated to do the academic tasks required of them. To be highly motivated, they should believe that they have the ability to do the task. In an academic setting, a student's self-efficacy beliefs refer to their judgments of confidence to successfully perform academic tasks. With regard to their content, self-efficacy measures focus on academic performance capabilities rather than psychological characteristics.

People tend to avoid situations they believe are beyond their capabilities; thus, the delay of work. Self-efficacy motivates the student to accomplish the expected academic task required of their course. This study wants to find out if self-efficacy, which is measured by the respondent's beliefs of their capabilities, affects the college students' level of academic procrastination   and their reasons for doing procrastination. Stronger self-efficacy would be expected to be correlated with low academic procrastination scores.
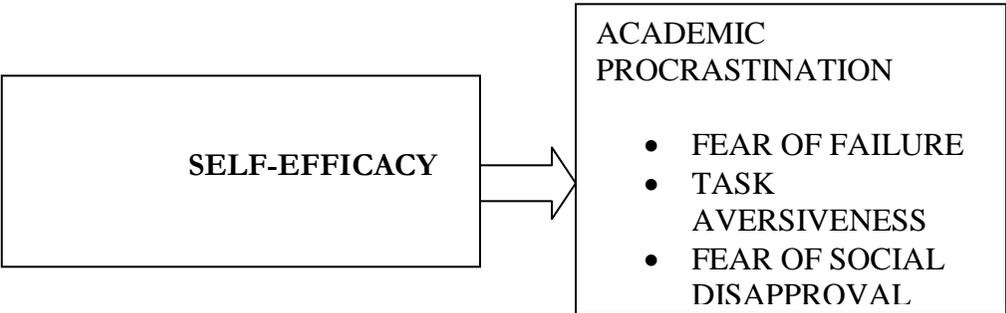
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┌─────────────────────┐        ┌──────────────────────────────┐
│                     │        │ ACADEMIC                     │
│                     │        │ PROCRASTINATION              │
│                     │        │                              │
│   SELF-EFFICACY     │──────▶ │   • FEAR OF FAILURE          │
│                     │        │   • TASK                     │
│                     │        │     AVERSIVENESS             │
│                     │        │   • FEAR OF SOCIAL           │
│                     │        │     DISAPPROVAL              │
└─────────────────────┘        └──────────────────────────────┘
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Figure 1
Schematic Diagram

Figure 1.1 indicates that self-efficacy as the independent variable has an effect on academic procrastination. An individual with high self-efficacy has a belief in his abilities and will have high degree of task initiation, thereby, the lesser tendency to procrastinate.

The Procrastination Assessment Scale-Students (PAS-S) by Rothblum and Solomon is used to measure the academic procrastination tendencies. The three primary reasons for academic procrastination; fear of failure, task aversiveness and fear of social disapproval are correlated with academic procrastination. Exploring the relationship between reasons of academic procrastination and academic procrastination will determine if students will procrastinate more on academic tasks based on fear of failure, task aversiveness or fear of social disapproval.

Statement of the problem

This study seeks to find out the relationship of self-efficacy and academic procrastination. Furthermore, it sought to answer the following:

1. What is the profile of the respondents considering the following variables:
1.1. sex
1.2. age
1.3. college
1.4. year level

2. What is the level of the respondent's self-efficacy?

3. What is the level of respondent's academic procrastination?

4. How are the respondents distributed according to the reasons for procrastination?
4.1. task aversiveness
4.2. fear of failuire
4.3. fear of social disapproval

5. Is there a significant relationship between the respondents' level of self-efficacy and academic procrastination?

Significance of the study

The goal of the study aims to bring some light to academic procrastination as a phenomenon among Lasallian students and to see the role of self-efficacy in lessening the occurrence of academic procrastination. A better understanding of the construct is beneficial to the academic community especially to the college students who are directly affected by academic procrastination.

Scope and limitation

The study was conducted among La Salle University students with incomplete grades during the first semester, school year 2006-2007 from various year levels. There were 283 students with incomplete grades due to the following reasons; lack of requirements and failure to submit research paper/feasibility studies/term paper.

2. Methodology

Descriptive design was used in gathering the necessary data in examining the relationship perceived self-efficacy and the level of academic procrastination.

Locale

La Salle University is located in Ozamiz City which is situated at the entrance of the rich Panguil bay in Northwestern Mindanao. The school is a sectarian institution run by the De La Salle Brothers whose thrust is to educate the youth-at-risk. The school is the only Catholic school in the area and caters to the students in the Misamis Occidental and neighboring provinces of Zamboanga (Sur, Norte, and Sibugay) and Lanao del Norte. LSU-Ozamiz is one of the three district schools in Mindanao and part of the global system of schools. However, Mindanao being an agricultural area, majority of the 2, 782 students (2nd semester, SY 2006-2007) come from lower middle-class socioeconomic status with farming as the main source of income. The school atmosphere is very conservative and religious having been previously owned by the Columban sisters for 64 years before turning it over to the De La Salle Brothers. The students are required to meet with their instructors during consultation hours and attend color team meetings organized by the Student Affairs Office.

Population

The population of the study is defined as all who had incurred an incomplete grade for the first semester of SY 2006-2007 due to failure to

pass requirements. The study made use of the list of students with incomplete grades filed by the Guidance Center.

Research Instrument

The research instrument is a questionnaire comprised of three parts: demographics, self-efficacy checklist, and the Procrastination Assessment Scale-Students (PASS). The questionnaire was content validated by five faculty members for ambiguous or confusing items. The edited questionnaire was then subjected to a pretest-posttest to see the validity and reliability of the test by using the Alpha Cronbach. The reliability score yielded 0.65.

The background questionnaire gathered demographic information such as sex, age, course, college and year level. The second part of the questionnaire, the student self-efficacy measure was a researcher-made scale based on the academic skills needed by the college student. The survey was a 20-item questionnaire based on their skills, which assessed the efficacy level of the students in accomplishing tasks related to their work as students. Level was measured by asking the respondents to answer not at all, low, moderate and high (naa-1, low-2, moderate-3 and high-4). The survey was validated through item-reliability test and had a high internal reliability of Cronbach's Alpha - .65. The lowest possible score was 20, and the highest is 80. The low-high indicator of self-efficacy was based on the mean and standard deviation.

The third part was a standardized measure of academic procrastination by Solomon and Rothblum, the Procrastination Assessment Scale-Students (PASS), the commonly used procrastination measure. The two-part, 44-item score developed to measure cognitive and behavioral aspects of student academic procrastination

3. Results and Discussion

The discussion will cover the survey questionnaire including demographic data of the participants and their self-efficacy and PASS

scores, the strength of the relationship between the scores on self-efficacy and academic procrastination assessed using Pearson product - moment correlation and the predictive influence of reasons for academic procrastination and academic procrastination assessed using Linear Regression.

Table 1 represents the participants' salient demographic characteristics: sex, age, college enrolled and year level.

Table 1
Demographic Characteristics of the Sample (n = 283)

Variable	Subgroup	Frequency	Percentage
Gender	Male	146	51.6
	Female	137	48.4
Age	16-17	102	36
	18-19	69	24
	20-21	81	29
	21-UP	31	11
College	Arts and Sciences	19	6.7
	Business and Accountancy	120	42.4
	Computer Studies	54	19
	Education	15	5.3
	Engineering	62	22
	Nursing	13	4.6

Year Level	1ST YEAR	133	47
	2ND YEAR	33	12
	3RD YEAR	34	12
	4TH YEAR	69	24
	5TH YEAR	14	5

The ratio of population of this study was almost equally shared by males and female respondents. Thirty-six percent (36%) of the respondents fall under the age bracket of 16-17 while 29% belongs to 20-21 age brackets. Respondents whose ages ranged from 18-19 had 24% and 11% were 21- up age bracket. Majority of the respondents' courses came from the College of Business and Accountancy with 42.4%, College of Engineering has 22% of the respondents, College of Computer Studies had 11%, College of Arts and Sciences had 6.7% while College of Education and College of Nursing had 5.3% and 4.7% respectively. Most of the respondents were freshmen students comprising 47% of the total respondents, 24% were fourth year students, 12% were in their 2nd and 3rd year respectively and 5% were fifth year students.

Table 2 presents the profile of self-efficacy scores of the respondents.

Table 2
Self-Efficacy Scores

Self efficacy Scores	Frequency	% of total	Mean score	SD
Below 46.47 (Low Average SE)	40	14.13		
46.47-63.87 (Average SE)	200	70.7	55.17	8.7

PASS scores	Frequency	% of total	Mean	SD
Above 63.87 (Above Average SE)	43	15.2		

It can be gleaned from Table 2 that respondents mean score for self-efficacy was 55.17. Fourteen point thirteen percent (14.13%) of the respondents were below the mean and fifteen point two percent (15.2%) of the respondents were above the mean. The variability between the scores was fairly large which was 8.7, its standard deviation. Majority of the respondents (70.7%) obtained average self efficacy scores. Low self efficacy indicates that the respondent see himself poorly competent in doing academic tasks while average self-efficacy level means that the respondent views himself moderately competent in doing academic tasks and high efficacy level may indicate that the respondent see himself as highly competent in doing academic tasks. In a simple item-mean analysis of the Self Efficacy Questionnaire (see Appendix), it was found out that they see themselves poorly competent in ability to solve mathematical problems (item 20, mean 1.72) and writing a term paper (item 7, mean=1.77). However, they see themselves highly competent on academic tasks such as taking notes during lecture (item no. 4, mean 3.3) and copying diagrams, drawings, tables and other illustrations on the blackboard (item 10, mean 3.5).

Table 3 presents the profile of the academic procrastination scores of the respondents.

Table 3
Academic Procrastination Scores

PASS scores	Frequency	% of total	Mean	SD
Below 38.23 (low level)	51	18.02		
38.23- 56.27 (Average level)	183	64.7	47.25	9.021
Above 56.27 (High level)	49	17.31		

The mean score of academic procrastination was 47.25 and the variability between the scores on this dimension was 9.021, its standard deviation. The scores above and below the mean had an almost equal distribution, 18.02% was below the mean and 17.31% above the mean. Most of the respondents or 64.7% had scores that indicate an average level of academic procrastination. This means that respondents sometimes engage delaying their academic tasks but seldom see it as a problem to be stopped while but 18.02% had low level of academic procrastination which may indicate that respondents less frequently engage delaying their academic tasks but see it more of a problem that needs to be stopped and 17.31% had high levels of academic procrastination which means that respondents always engage in delaying their academic tasks but never see it as a problem to be stopped. Of the six academic areas of PASS, most of the respondents rated an item mean of 3.3 for writing a term paper and an item mean of 3.4 for school activities in general as the academic tasks they often procrastinate.

Table 4.1 presents the profile of the respondents' academic procrastination scores according to task aversiveness scale.

Table 4.1
Task Aversiveness Scores

TA scores	Frequency	% of total	Mean	SD
Below 23.20 (low average)	44	12.7		
18.24- 28.16 (Average level	203	71.7	23.20	4.96
Above 28.16 (High level)	49	15.54		

Table 4.1 shows that the mean score of the respondents on this dimension was 23.20 and the standard deviation was 4.96. The scores below the mean were lesser. Forty-four or 12.7% scored below the mean and forty-nine or 15.54% scored above the mean. A total of 203 or 71.7% had average levels of Task Aversiveness. This may indicate that respondents sometimes endorse task aversiveness as their reason for delaying their

academic tasks while 15.54% had low level in task aversiveness, which means that respondents less likely endorse task aversiveness as representative of academic procrastination. A 12.7% of the total respondents had high level of task aversiveness which indicates that they always endorse task aversiveness as representative reason for academic procrastination. The results indicate that most of the respondents moderately regard task aversiveness as reason for academic procrastination. It was revealed that most of the respondents found having too many things to do (item 4, mean 3.26) and dislike in writing a term paper (item 9, mean 3.25) as the two items on the task aversiveness subscale, which they highly endorsed.

Table 4.2 Presents the profile of the respondents' academic procrastination scores according to fear of failure scale.

Table 4.2
Fear of Failure

FF scores	Frequency	% of total	Mean	SD
Below 22.21 (low average)	40	14.3		
18.24- 28.16 (Average level	219	77.4	29.61	7.40
Above 28.16 (High level)	24	8.5		

The subscale fear of failure had a mean score of 29.61 and a standard deviation of 7.40. There were lesser scores above the mean than below the mean. Forty or 14.3% scored below the mean and twenty-four or 8.5% scored above the mean. Majority of the respondents, 219 or 77.4% were under the average level of fear of failure. This may indicate that most of the respondents *moderately* endorse fear of failure as representative of their academic procrastination while 14.3% had low level of fear of failure that may mean that they less likely endorse fear of failure as the reason to the delay of their academic tasks. A minority of 8.5% had high level of fear of failure, which means that they highly endorse fear of failure as their reason for academic procrastination. The fear of failure factor includes items relating to evaluation anxiety, overly perfectionist standards for ones performance and low self-confidence. Thus, students in this category

procrastinate because they cannot meet their own or others expectations or because of concerns about poor performance. Results from the item-mean analysis show that respondents were worried that they would get a bad grade (item 6, mean=3.3) as the item they highly endorsed in the fear of failure subscale.

Table 4.3 presents the profile of respondents' academic procrastination according to fear of social disapproval scale.

Table 4.3
Fear of Social Disapproval Scores

FSD scores	Frequency	% of total	Mean	SD
Below 16.84 (low average)	55	19.4		
12.61-21.07 (Average level)	200	71	16.84	4.23
Above 21.07 (High level)	28	10		

As shown in Table 4.3, the mean was 16.84 and the standard deviation is 4.23. There were lesser scores above the mean. Twenty-eight (28) or 10% scored above the mean and fifty-five (55) or 19.4% scored below the average. While two hundred (200) or 71% of the respondents had average level of Fear of Social Disapproval (FSD), which means that respondents moderately endorse fear of social disapproval as representative of their academic procrastination. About 19.4% of the total respondents had low levels of FSD that may indicate that they never or almost never attribute fear of social disapproval as the reason to academic procrastination. On the contrary, 10% of the total respondent highly endorsed fear of social disapproval as representative of academic procrastination. This group of respondents sees a possible threat to getting along with their peers for quality of performance. High in FSD students are reluctant to risk outperforming their peers and lose them. Furthermore, results of the item-mean analysis reveal that "there's some information you need to ask your professor, but you felt uncomfortable approaching him/her" (item 5) got the highest mean of the fear of social disapproval subscale.

This portion summarizes the relationships of variables under study. Specifically, it seeks to establish if there is a significant relationship between self-efficacy and academic procrastination. The researcher analyzed the data using the Pearson's Product Moment of Correlation. This section will also discuss task a*versiveness (TA), fear of failure (FF) and fear of social disapproval (FSD) as reasons for academic procrastination.*

Table 5
Relationship between Self-efficacy and Academic Procrastination

	R-value	R^2 value	Significance	Decision
Self efficacy and Academic Performance	-0.316	0.10	0.001	Reject H_o

Table 5 shows the relationship of self-efficacy and academic procrastination. Self-efficacy and academic procrastination were negatively correlated with an obtained R *= -0.32, p=0 .001*. There is a weak negative but significant relationship between self-efficacy and academic procrastination. This relationship suggests that students who have more belief in their ability to do the academic tasks were the ones who would less likely to procrastinate on their academic tasks. On the other hand, those students who have lower belief in their ability to do the academic tasks were the ones who would have the higher tendency to procrastinate or delay their academic tasks. Based on the obtained R^2, the relationship further suggests that 10% of self-efficacy accounts for academic procrastination.

Table 6
Regression analysis between Task Aversiveness, Fear of Failure, Fear of Social Disapproval and Academic Procrastination

Predictors	R-value	R^2value	Coefficient(Beta)	Significance
Task Aversiveness (TA)	0.254	0.064	0.435	0.01
Fear of	0.256	0.065	0.306	0.01

Failure (FF)				
Fear of Social Disaaproval (FSD)	0.163	0.027	0.333	0.01

Table 6 displays the output of the linear regression analysis with academic procrastination as the outcome variable and TA, FF and FSD as the predictor variables.

Results show that there is a moderate highly significant relationship between academic procrastination and task aversiveness with an obtained *r* is *.254* where 6.4% of task aversiveness accounts for academic procrastination. The beta was .435, which means that for a unit change in task aversiveness would indicate a change in the respondent's academic procrastination by .435.

The Table also shows that fear of failure (FF) was found to be a highly significant predictor of academic procrastination. Based on the R^2, the relationship suggests that only 6.5% of academic procrastination can be accounted for fear of failure and a change in fear of failure would indicate .306 changes in respondents' academic procrastination.

Regression analysis with fear of social disapproval has significant relationship with academic procrastination albeit weak association. R^2 shows that only 2.7% of the respondents' fear of social disapproval accounts for academic procrastination and any unit change in fear of social disapproval would indicate a change in academic procrastination by .333.

4. Summary of Findings and Recommendations

Summary of Findings

1. Majority of the respondents have average self-efficacy.

2. Majority of the respondents moderately engage in academic procrastination.

3. Majority of the respondents endorse task aversiveness and fear of failure as the reasons of academic procrastination.

4. There is a weak negative but significant relationship between self-efficacy and academic procrastination.

5. Fear of failure (FF) was found to be a significant predictor of academic procrastination . Based on the R2, the relationship suggests that only 6.5% of academic procrastination accounts for fear of failure and a change in fear of failure would indicate .306 changes in respondents' academic procrastination.

6. Fear of social disapproval has significant relationship with academic procrastination albeit weak association. R^2 showed that only 2.7% of the respondents' fear of social disapproval accounts for academic procrastination and any unit change in fear of social disapproval would indicate a change in academic procrastination by .333.

Recommendations

1. That faculty must assess the effect of deadlines in giving academic requirements and should not give students comfortable alternatives. Instead of setting deadlines, students should be rewarded when a particular academic task is passed earlier. This way, the students will be reinforced to work in a timely fashion instead of waiting for the deadline. If the goal of higher education is to instruct and develop skills for life, then emphasis should be placed on meeting commitments in a timely manner.

2. That administration should not allow the compulsory attendance of extra curricular activities so as not to bombard students with so many things to attend to at the same time. A well-planned activity should be presented to students so that it would not affect their academic tasks.

3. That Guidance Counselors should plan activities and programs designed to increase self-efficacy and reduce academic procrastination.

4. That the student in particular should examine their own level of self-efficacy and challenge their beliefs in dealing with task difficulty.

5. That other researchers may be encouraged to pursue further studies and observations that involve a larger sample and employing students with good academic standing. Perhaps the affective and behavioral aspect of procrastination should be placed under study, as this was not tackled in this research. In this respect, self-report measurement has limitations so an objective measure of procrastination would be preferable for future studies.

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