Research Abstract

Relationships among Entrance Examination Scores, Past Achievement, Personal Problems, Study Habits and Attitudes, and Academic Achievement of Students at Master's Degree Level

by

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There were four objectives in this study. Firstly, to explore the general characteristics of the Master's degree students. Secondly, to compare the academic achievement of the students from different statuses. Thirdly, to investigate relationships among the status, entrance examination scores, past achievement, personal problems, study habits and attitudes, and academic achievement of the students. Finally, to search for the most effective predictors which could predict the academic achievement of the students.

The sample group consisted of 311 first year students studying at the Master's degree level at Srinakharinwirot University (Prasarnmitr). The instruments used for collecting data were graduate entrance examination record, academic achievement record, personal problem questionnaire, and study habits and attitudes inventory. Data were analyzed by using percentage, t−test, one−way analysis of variance, and stepwise multiple regression analysis.

The results of the study were summarized as follows:

1. Most students at the Master's degree level were women and single. Their age ranged from 26 to 30 years with some work experiences. Their grade point average at the Bachelor's degree level was less than 2.50, while their grade point average for the first year at the Master's degree level ranged from 3.26 to 3.50.

Most students had problems in emotions and self−concept, academic adaptation, library, teacher, and curriculum.

2. There were significant differences at the .05 level in the first year academic achievement at the Master's degree level between students from different sexes, and work experiences. In other words, female students, and students with work experience were found to have significantly higher academic achievement at the Master's degree level. However, there were no significant differences in academic achievement among students as to their marital status, birth order, the number of entrance examinations taken at the Master's degree level, father's and mother's levels of education.

3. For the group with one major test, it was found that there was significant positive correlation at the .05 level among grade point average at the Bachelor's degree level, the major test and the first year academic achievement at the Master's degree level.

For the group with two major tests, it was found that there was significant positive correlation at the .05 level among the first major test, the Thai test, problems in teacher and the first year academic achievement at the Master's degree level.

4. For the group with one major test, it was found that the most effective predictors, listed consecutively in order of importance, were major test score, grade point average at the Bachelor's degree level, delay avoidance, and work method. This result revealed that these four predictors had the predictability power for the first year academic achievement at the Master's degree level of up to 35.10 percent.

For the group with two major tests, it was found that the most effective predictors, listed consecutively in order of importance, were the first major test score, problems in teacher, and income. The result indicated that these three predictors had the predictability power for the first year academic achievement at the Master's degree level of up to 44.10 percent.