RESEARCH ABSTRACT

Variables predicting academic achievement of students in
Master of Science Program (Behavioral Science)

Field of Study : Applied Behavioral Science Research

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The present study was designed to explore the variables
which could predict academic achievement of the students in
Master of Science Program (Behavioral Science) whose field of
study is Applied Behavioral Science Research. The sample
consisted of 61 graduates and students in the program during
1984 - 1990. Data were collected from graduate entrance
examination records, grade records and personal history records
of the students.

Data were analyzed by using Pearson Product Moment Correlation, one-way analysis of varience and chi-square. Stepwise multiple regression analysis was used to find predictors of academic achievement.

The academic achievement was categorized into grade point average at the end of the first term, cumulative grade point average at the end of the third term, grade point average for research methodology and statistics courses, grade point average for individual and environment courseand grade point average of individual and social development courses.

The results of the study were summarized as follows :

1. Entrance examination scores for the research methodology and statistics part, cumulative grade point average at the bachelor's degree level and sex could significantly predict grade point average for the first term at the .001 level. The predicting power variance explained (r^2) was 33 percent.

2. Cumulative grade point average at the bachelor's degree level, sex, entrance examination scores for the research methodology and statistics part, and work records of students could significantly predict cumulative grade point average at the end of the third term at the .001 level, with 37% predicting power.

3. Entrance examination scores for the research methodology and statistics part, students' work records and sex could significantly predict grade point average for the research

methodology and statistics part at the .001 level. The predicting power was 38 percent.

4. Cumulative grade point average at the bachelor's degree level and the entrance examination scores for the research methodology and statistics part could significantly predict grade point averge for the individual and environment part at the .01 level, with 18% predicting power.

5. Cumulative grade point average at the bachelor's degree level could significantly predict grade point average for the individual and social development part at .05 level. The predicting power was 9 percent.

6. Students' cumulative grade point average at the end of the third term for both sexes significantly differed at .05 level. Female students had higher cumulative grade point average at the end of the third term than mele.

7. Grade point average at the end of the first term, cumulative grade point average at the end of the third term, grade point average for the individual and environment part for non-working and working students differed significantly at .05 and .01 levels.

8. Grade point average for the research Methodology and statistics part of students with bachelor's of science degree graduates andthose with social sciences or other degrees differed significantly at .01 level.