Thesis Title      Relationships between Teacher Aptitude Scores and

University Entrance Examination Scores with Learning

Achievement of the First Year Undergraduate Students

of the Faculty of Education , Chulalongkorn University

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## ABSTRACT

The purpose of this research was to study the relationships between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement of the first year undergraduate students of the Faculty of Education , Chulalongkorn University, 1985. The samples consisted of 338 students. The data were Learning Achievement collected from the Registry Office of the Faculty of Education , University Entrance Examination Scores from the Office of University Affairs and Teacher Aptitude Scores from the Office of University Affairs and the Computer Service Center , Chulalongkorn University. Pearson Correlation and Multiple Correlation were used to analyse the obtained data.

The major findings of this research were :

1. Secondary Education (Science Program) and Health Education :

The Teacher Aptitude Scores which correlated with Learning Achievement was General Ability . The University Entrance Examination

Scores did not correlate with Learning Achievement.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement was .2225 when the criterion variable was G.P.A. in the first year which the predictor variable was Gerneral Ability.

2. Kindergarten Education which selected the Mathematics A Exam, Elementary Education which selected the Mathematics A Exam, Secondary Education ( Humanity and Sociology) which selected the Mathematics A Exam and Non - Formal Education :

The Teacher Aptitude Scores which correlated with Learning Achievement were Specific Ability and General Ability. The University Entrance Examination Scores which correlated with Learning Achievement was English ABC.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement were .4497 when the criterion variable was G.P.A. in the first semester which the predictor variables were English ABC, General Ability, Specific Ability, Common Subject 2 and Mathematics A; and .5225 when the criterion variable was G.P.A. in the first year which the predictor variables were English ABC, Common Subject 2, Mathematics A, Specific Ability, General Ability, Social Science AB, Thai AB and Experiences.

3. Kindergarten Education which selected the French Exam, Elementary Education which selected the French Exam and Secondary Education ( Humanity and Sociology) which selected the French Exam :

The Teacher Aptitude Scores which correlated with Learning Achievement was Experiences . The University Entrance Examination

Scores which correlated with Learning Achievement were Social Science AB and Thai AB.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement were .2679 when the criterion variable was G.P.A. in the first semester which the predictor variables were Social Science AB, French and Experiences; and .3556 when the criterion variable was G.P.A. in the first year which the predictor variables were Experiences, Social Science AB, Thai AB, French, Specific Ability, English ABC and Common Subject 2.

4. Physical Education (Male) and Physical Education (Female) :

The Teacher Aptitude Scores which correlated with Learning Achievement were Experiences, General Ability and Attitude. The University Entrance Examination Scores which correlated with Learning Achievement was Physical Science.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement were .6864 when the criterion variable was G.P.A. in the first semester which the predictor variables were General Ability, Experiences, Mathematics AB, Knowledge in Education and Society, Chemistry, Attitude, Biology, Physical Science and Specific Ability; and .7008 when the criterion variable was G.P.A. in the first year which the predictor variables were General Ability, Experiences, Mathematics AB, Attitude, Biology, Knowledge in Education and Society, Common Subject 1, Physical Science and Chemistry.

5. Art Education (Art Program) :

The Teacher Aptitude Scores which correlated with Learning Achievement was Experiences. The University Entrance Examination Scores did not correlate with Learning Achievement.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement were .5722 when the criterion variable was G.P.A. in the first semester which the predictor variables were Experiences, Common Subject 2, Knowledge in Education and Society, Social Science AB and Mathematics A; and .6316 when the criterion variable was G.P.A. in the first year which the predictor variables were Experiences, Mathematics A, Common Subject 2 English AB, Knowledge in Education and Society, Knowledge and Aptitude in Arts and General Ability.

6. Music Education (Thai Music) and Music Education (Music) :

The Teacher Aptitude Scores did not correlate with Learning Achievement . The University Entrance Examination Scores which correlated with Learning Achievement were English AB, Mathematics A, Common Subject 2 and Social Science AB.

The multiple correlation between Teacher Aptitude Scores and University Entrance Examination Scores with Learning Achievement were .6706 when the criterion variable was G.P.A. in the first semester which the predictor variables were Mathematics A, Music Theory, English AB, Experiences and Ability in Music; and .6857 when the criterion variable was GP.A. in the first year which the predictor variables were Common Subject 2, Mathematics A, Music Theory, Knowledge in Education and Society, Social Science AB and Experiences.

7. Business Education (Art Program) :

Neither Teacher Aptitude Scores nor University Entrance
Examination Scores correlated with Learning Achivement.