

**JOHN B. LACSON COLLEGES FOUNDATION (AREVALO), INC.**  
**Graduate School**  
**Iloilo City**

**FACTORS ASSOCIATED WITH SCHOLASTIC PERFORMANCE**  
**OF STUDENTS ENROLLED IN CRUISE SHIP**  
**MANAGEMENT PROGRAM**

An Abstract

Of

A Thesis Presented to the  
Faculty of the Graduate School  
John B. Lacson Colleges Foundation  
(Arevalo), Inc., Iloilo City

In Partial Fulfillment  
of the Requirements for the Degree

Master of Science in Maritime Education  
(Teaching Competency)

by

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*Abstract*

This study aimed at ascertaining the factors associated with scholastic performance of students enrolled in cruise ship management program at the John B. Lacson Colleges Foundation (Molo), Inc. This causal-comparative study was conducted during the second semester of school year 2002-2003. The participants were the 79 randomly selected Bachelor of Science in Cruise Ship Management students. Data utilized for this study were obtained from the students' records filed at the Registrar's Office and the Office of the Student Personnel Services. Descriptive statistics employed were the means and standard deviations; inferential statistics were the *t*-test for independent samples, the One-Way Anova, the Pearson's *r*, and the Stepwise Multiple Regression Analysis, all set at .05 alpha level for two tailed tests. Findings showed that,

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generally, the students enrolled in cruise ship management had "good" scholastic performance. Also noted were the significant differences in their scholastic performance when grouped according to gender, admission test performance, aptitude test in English, and high school GPA, but no significant differences existed in their scholastic performance when grouped according to age, high school of origin, high school type graduated, and monthly family income. All the personal factors--admission test performance, aptitude test in English, monthly family income, high school grade point average, age, gender, high school of origin, and high school type graduated from were significant predictors of their scholastic performance.