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Admission Results and Ratings of Academic Performance of Professional Subjects of the Bachelor of Science in Midwifery Students at GSDMSFI

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Abstract

This study determined the correlation between the academic performance of Midwifery students in their professional subjects and the admission examination during the freshmen academic year. The study determines if there is a significant relationship between admission results and academic performance in different professional subjects. It determines recommendations and interventions that can be made based on the results gathered. The quantitative method was used to emphasize the descriptive-correlational design employed in the research project.

The results of 23 students who took the admission test from AY 2017-2023 are the following: most students belong to Stanine 3 which is 11 out of 23. There were no students enrolled with Stanine 5 to Stanine 9. In the frequency distribution of academic performance ratings from AY 2017-2023 of the professional subject M100 course, most students' performance ratings were 2.25, 2.27, and 3.0 which is interpreted as satisfactory and passed. Hence, in the M 101 course most students also a satisfactory rating on the other hand 1 student got the highest grades of 1.5 and 1.75. Additionally, in M102 course had passing and least satisfactory ratings. Likewise in M103, PHC 1 , and PHC 11 wherein most of the students also had a satisfactory passing rate. Using the Spearman's rank and the p-value , the correlation result between the admission and academic performance rating of BSM students indicates moderately significant.

CHAPTER I
THE PROBLEM AND ITS SETTING

Introduction

General Santos Doctors' Medical School Foundation, Incorporated (GSDMSFI) is one of the leading academic institutions accredited to the Commission on Higher Education. It was established in 2001.Currently, the institution provides seven baccalaureate programs: Bachelor of Science in nursing, radiologic technology, psychology, medical technology, midwifery, physical therapy, and pharmacy. In 2007 a two -year program for Diploma in Midwifery was offered. Presently, the GSDMSFI offer a Bachelor of Science in Midwifery for aspiring students who wish to be part of the health care team. In 2017 the diploma in Midwifery had a passing rate of 75%. During the pandemic 2020-2021 there were no Board Examination given. Subsequently, in 2022 only one taker took the examination. In November 2023

six examinee took the Midwifery Board Examination and successfully made it to 100%, and one of the examinee was able to make it to 11th spot in the said board examination. On the succeeding scheduled board examination another 100% rating which made the school two consecutive 100% in the roaster of Midwifery Board Examination.

A midwife is a person who has successfully completed a midwifery education program that is duly recognized in the country where it is located and that is based on the International Confederation of Midwives' (ICM) Essential Competencies for Basic Midwifery Practice and the framework of the ICM Global Standards for Midwifery Education; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title 'midwife'; and who demonstrates competency in the practice of midwifery. The education of the future midwife should focus on meeting the holistic needs (psychological, emotional, physical, social and spiritual) of the client in a sensitive and competent manner, acting as their advocate and working in partnership with the client and their family to promote a safe and satisfying experience of childbearing and the transition to parenthood. The program should prepare students to be quick thinking and caring midwives, possessing a sound knowledge base and competent clinical skills, by using student-centered learning methods that develop critical thinking, analytical and problem-solving skills. Students should be encouraged to reflect on their practice and to take responsibility for their own learning, so they develop into life-long learners capable of recognizing their own needs for continuing professional development.

The World Health Organization (WHO) outlines that the philosophy of midwifery education should recognize that individuals are unique and should promote equal rights, regardless of sex, race, religion, age and nationality. (4) The training should embrace the whole of a client's life continuum rather than focusing specifically on pregnancy, birth, and the postnatal and neonatal periods. Training should also specifically address the circumstances of the country in which the family resides, including the particular public health challenges. Ultimately, midwifery education should be client- and family-centered to promote safe childbearing and birth, with the midwifery student being adequately prepared to deliver health services in a full variety of settings, including the local community, ensuring they have some understanding of the realities of the lives of childbearing clients.

Additionally, the country's objective to offer a quality midwifery profession, the midwifery program slowly developed into stages: from six months to one year, from one year to two years, and ultimately to a four-year degree course. It has attained a high standard, and its happenings have widened in scope (Department of Health (DOH), 2022). Student midwives come from diverse backgrounds. Although they may have comparable abilities and are in the same learning environment, their academic performance is dynamic and variable. Each student is an individual with diverse learning styles at his or her own pace. There may be factors which may either encourage or encumber learning abilities and experiences (George, Lakra, and Kamath 2017).

The role of midwives has been expanded to address the basic healthcare needs of women and their children. To meet these objectives, midwifery education must produce midwives with the most current knowledge, skills, and attitude and the ability to provide maternity care competently and devotedly. Midwifery instruction activities should be receptive and connected to evolving nationwide and worldwide midwifery practice and development. Clinical instructors play a vital role in the student's holistic development as future health workers. The student's competencies can only be developed if all their learning needs are adequately met. Midwifery education must achieve those necessities by molding

midwives with current awareness and expertise and the proper attitude required to deliver midwifery services with proficiency and commitment (CHED Memorandum Order (CMO) 33 Series 2007).

Statement of the Problem

The study aims to analyze the admission test results and academic performance in the different professional subjects of the Bachelor of Science in Midwifery students at General Santos Doctors' Medical, Incorporated. The results of this study could be the basis for improving the course syllabus for midwifery course instructors. Thus, this study will find to answer the following questions:

1. What are level of the admission test results of the BS Midwifery students at GSDMSFI?
2. What are the level of academic performance of the different professional subjects of BS Midwifery Students at GSDMSFI?
3. Is there a significant relationship between the admission test results and the academic performance of the BS Midwifery students at GSDFMI?
4. Out of the results, what strategies can be proposed for the improvement of the academic performance on the selected professional subjects for Midwifery Students?

Null Hypothesis

The null hypothesis is tested at the level of 0.05 significant.

1. There a no significant relationship between the admission results and the academic performance of the BS Midwifery students at GSDFMI.

Significant of the Study

This study only includes graduates of Diploma in Midwifery from School Year 2017-2022 and the Bachelor of Science in Midwifery (BSM) program from the School Year 2023. The results of this study are beneficial to the following recipients: School Administrators, the result may enhance provision of standardize curriculum as evidence-based recommendations to improve the competency and employability of the graduates, as well as enhancement of the quality of the program and increase in marketability; to the Program Head, the result of this study will serve as a basis for the review curriculum and possible redesigning the subject content so that graduates will be globally competitive; to the Faculty, the result of the study will serve as a guide to plan activities and to be updated and reform on their shortcomings and aid in the department long-term sustainability; Alumni and Alumni Officers, this will help the office to keep in touch and be updated with the graduates and foster relationship and possible partnership; to Students and student leaders, the result of this study will serve as inspiration to enhance their effort in for their future endeavor and employment and to be qualified to practice their profession; and to the Future Researcher, this may serve as baseline in tracer study specifically in Midwifery. They may be guided on what other variables to consider for future studies.

CHED memorandum no. 105 series of 2017 , policy on the admission of Senior High School graduates to the higher education institutions effective academic year 2018-2019. In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994" and by virtue of Commission en banc Resolution No. 944-2017 dated December 18, 2017, for the purpose of providing guidance to higher education institutions in the admission of Senior High School graduates into the higher education programs effective Academic Year 2018-2019, the following policy is hereby adopted and promulgated by the Commission, thus:

1. All Grade 12 graduates beginning Academic Year 2017-2018 are eligible to enter college regardless of the track or strand taken in the Senior High School.
2. No Grade 12 student or graduate shall be denied acceptance in applying for college entrance examinations in the higher education institutions (HEls).
3. Current Grade 12 students who were previously disallowed to take the college entrance examinations shall be given a chance by the HEls to take the entrance examinations.

In the exercise of the HEI's academic freedom, the applicant Grade 12 graduates may enroll in any higher education program subject to the admission requirements of the admitting higher education institution. This CM° shall take effect immediately. Quezon City, Philippines December 29,2017.

Pursuant to the CHED memorandum number 105 (2) that all graduates of the senior high school shall not be denied acceptance for college entrance examination. Thus, all private and nonprivate colleges and universities have embedded their respective entrance examination to evaluate student prerequisite competence and readiness to pursue undergraduate education.

Midwifery schools are responsible for training professional staff who can be effective in providing health services and shaping health policies. These educational centers are required to educate individuals with the adequate ability, knowledge, and skills to apply their learnings in practice and have adequate management skills for preventing and dealing with critical situations. The clinical training course is an opportunity to acquire, practice, and develop clinical skills, during which students learn the necessary practical skills for professional midwifery activities.

According to the GSDMSFI academic policies 2023:17 The General Santos Doctors' Medical School Foundation Inc., welcomes all student applicants, regardless of nationality and religious background, who are capable of undergoing college training and willing to abide by the rules and regulations of the institution. The College reserves the right to refuse admission to an applicant whose qualifications do not meet the standards and requirements of the different programs.

A. Admission Criteria

1. Entrance examination result of Stanine 3, with a Grade Point Average (GPA) of 80 and above ;
2. A GPA at least 80 in Math , Science and English subjects;
3. Physical healthy based on the results of the following diagnostic test but not limited to:
4. Emotional Profile Index (prior to internship)
5. Complete Blood Count
6. Chest X- ray
7. Drug Test
8. Hearing Test (Nursing , Midwifery, Psychology, & Pharmacy)
9. Hepatitis B Screening Test
10. Hepatitis B Titer Test (Second Year)
11. Pregnancy Test for interns (Note: Pregnant interns are allowed to go on duty. However, she must provide a signed waiver.)
12. Fecalysis
13. Urinalysis
14. Passed the interview with the admission committee.
15. Documentary Requirements for Admission
16. Incoming Freshmen
17. Form 138
18. Certificate of Good Moral Character

19. Birth certificate (PSA Original Copy)
20. Three(3) 2X2 and three (3) 1 X 1 pictures
21. Transferees
22. Transcript of Records (TOR)
23. Honorable Dismissal
24. Certificate of Good Moral Character
25. Birth Certificate (PSA Original Copy)

The researcher acknowledges that several factors that influence theoretical achievements of student midwives, have been identified by researchers and are described in the literature. The study aimed to discover which of these predetermined factors could have influenced academic achievement of the student midwives in the program. Ascertaining these factors will assist the student midwives to institute strategies to overcome the negative factors and build on the positive factors These strategies will ensure that the academic institution (GSDMSFI) will timeously produce competent, qualified midwives without prolonging training or drop out due to repeated failure of students. Consequently, it will have a constructive effect on provision of quality midwifery services. Academic performance and admission rates are essential for GSDMSFI as the Commission on Higher Education has set throughput time, graduation, pass and dropout rates that are to be achieved by all stakeholders .To the future researcher , may this study provide baseline information regarding the Admission Results and Academic Performance of Professional Subjects of the BS Midwifery Students AT GSDMSFI General Santos City. Lastly, may this study help the future researchers further develop studies regarding the program intervention and results.

Scope and Delimitation Of the Research Study

This study focused on determining the Admission Results and Ratings of Academic Performance of Professional Subjects of the Bachelor of Science in Midwifery Students AT GSDMSFI General Santos City. The study is delimited only to the first year and second year Bachelor of Science in Midwifery across all sections. The professional subject and grades will be determined and gathered. The passing admission results will also be included on the data gathering.

The researchers have included the data from April 11,2017- May 11,2024 with a total of 23 population of the respondents. The researchers have gathered the ratings of their professional subject from the registrar's office and Guidance office for the admission results of the 23 midwifery students. The scope of the research is the 23 population of students which is paired with the results of admission score. They used an introspective method. Furthermore, the Academic year 2019 and 2021 was not included because during this time, it was experiencing a lock down, it happens when COVID-19 strikes. Consequently, the researchers did not include those students who have not taken the admission test because of pandemic.

The approval of the VP of Academic Affairs/DEAN is needed. Determine if there is a significant relationship between the admission result and academic performance in different professional subjects and determine recommendation and interventions that can be made based on the result gathered.

Definition of Terms

The following words or phrases shown with their corresponding descriptions that brings the manner on how it is used in this study.

Academic performance refers to the measurement of the learning level achieved by the students and it is considered as a key indicator of the effectiveness of the teaching-learning process. Additionally, the

teacher gauge the students on how well the students demonstrate their knowledge, skills and understanding within the period of semesters. Furthermore, academic performance or "academic achievement" is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Admission results refers to the assessments that are used to evaluate the readiness and qualifications of students applying to the school. These are designed to measure the student's knowledge, skills and abilities in a particular area, such as math, reading or writing.

Achievement is defined in Oxford Dictionary as something , or education done successfully with the use of effort, skill or courage(Oxford University Press 2019). In education institutions, students are said to be achieving when they acquire the knowledge, skill, attitude and attributes that will prepare them to lead happy and successful live(Education Evolving 2016:1) Student achievement is used as a measure of academic content a student has learned in a predetermined amount of time (Education Evolving 2016:1).

Bachelor of Science in Midwifery. A four year-year degree program designed to equip students with knowledge and skills in caring for child-bearing women.

Clinical learning refers to the form of learning through which student learn how to apply the abstract concepts of nursing and midwifery theory into the real situation . (Bifftu, Dachew,Tiruneh, Ashenafie, Tegegne and Worku 2018:2)The SANC (2013:2) goes further to define clinical learning opportunities as " the range of learning experience, including work-integrated and service learning, available in a health care setting, which may also include other experiential learning sites where a learner has the opportunity to gain the required clinical skills"

Clinical Practice/Learning is described by SANC(under provision of the Nursing act 2005) as "part of the educational process that takes place in any practice setting in hospitalor community".

Clinical supervision is defined by SANC (2013:2) as the help and support extended to the learner by the professional nurse, midwife or staff nurse in a clinical facility with the aim of developing a capable and independent practitioner.

Education Program - defined as any program principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program.

Facilitator is defined in the Oxford Dictionary as " someone or something that assists to make an action or process easy or easier" (Oxford University Press 2019)The facilitator assists the student to obtain the necessary knowledge , skills and attributes to meet the defined standards of NIE (nursing education institute) .

HEI – Higher Education Institution refers to an institution of higher learning primarily offering bachelor and advanced degree programs. (UNIFAST Implementing Rules and Regulations)an education institution, private or public undertaking operations of higher education programs with an organized group of students pursuing defined studies in higher education, receiving instruction from teachers, usually located in a building or group of building in a particular site specifically intended for the educational purposes. (DOLE-DepEd- CHED- TESDA joint Memorandum Circular No. 01, s. 2020)

International Confederation of Midwives (ICM). It is "an accredited non-governmental organization representing midwives and midwifery worldwide to achieve common goals in the care of mothers and newborns". The International Confederation of Midwives (ICM) supports, represent and strengthens professional associations of midwives worldwide. There are currently 143 Members Associations, representing 124 countries.

(International Confederation of Midwives: 2018:1)

Learning. It is defined in Oxford Dictionary as " the acquisition of knowledge or skills through study , experience or being taught"

Learner Midwife. According to the Nursing Act 33 of 2005, refers to a person registered as such in terms of Section 32(South Africa, Department of Health 2005:5). The term is used interchangeably with 'student midwife'.

Lecturer. It is defined in the Oxford Dictionary as " a person who delivers lectures, especially as an occupation at a university or higher institute'Oxford University as an occupation at a university or higher education institute" Oxford University Press 2019)According to the South African Department of Health (2005:5) a nursing lecturer is a person registered under Section 31 of the Nursing Act No. 33 0f 2005, with an additional qualification in Nursing Education.

Professional subject. It refers to the different subjects that the Midwifery students encountered with a period of time in which they take as a requirement to complete their curriculum as to finish their baccalaureate degree.

PHC 1 (Primary Health Care 1). It is the concept and principles in the provision of basic services of health promotion/maintenance and disease prevention at the individual and family level.

PHC 2 (Primary Health Care 2). This course shall focus on the in-depth discussion of the principles, approaches, strategies, and processes to community health development. This will also include the principles and strategies of Community Organizing Participatory Action Research (COPAR) model

Midwife. It is "a person who has been admitted to a midwifery educational program duly recognized in a country in which it is located and has successfully completed the prescribed course and obtained the necessary qualifications to be registered and/or legally licensed to practice midwifery" (International Confederation of Midwives' Council 2017: 1)

Midwifery. It is defined as skilled, knowledgeable and compassionate care for childbearing women, newborn infants and families across the continuum from pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life.

M 100 (Midwifery 100). It is one of the declared policy standard course for midwifery education of the CHED. The description of the course is Foundation of Midwifery Practice. It is a 3-unit course that provide students with the necessary knowledge, skills, and appropriate attitude in the care of individual and families.

M101 (Midwifery 101 Obstetric 1 -care of the newborn). It is declared policy standard of\Commision of Higher Education . It deals with the concepts of normal pregnancy, labor and delivery, puerperium as well as the care of the newborn.

M102 (Midwifery 102). The course deals with the concepts of complications of pregnancy, basic family planning , labor and delivery, including care of infant and management of childhood diseases.

M 103 (Midwifery 103- Professional Growth and Development). The course deals with aspect of Midwifery Practice. It includes midwifery ethics, professional growth as well as career development, current issues and trend it also includes laws related to health care and principles of Bioethics.

Student midwives. A person who is providing midwifery care under the direct or indirect supervision of a qualified licensed Nurse and Midwife.

South African Nursing Council (SANC). It is the body that is entrusted to set and maintain standards of nursing education and practice in South Africa. It is an autonomous, financially independent, statutory

body, initially established by the Nursing Act, 1944 (Act No. 45 of 1944), and currently operating under the Nursing Act No. 33 of 2005 (SANC: 2005)

Theory. It is the actual knowledge which is taught to students which may be acquired by various means such as lectures, research, assignments or case studies.

Theory and Clinical Integration. It refers to the association between theory and practice, where the main purpose of theory is to improve the practice to positively influence the health and quality of life of clients (Saleh et al. 2019)

CHAPTER II
CONCEPTUAL FRAMEWORK, REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the conceptual framework of the study. More so this synthesizes previously conducted studies that are relevant to the Admission Results and Ratings of Academic Performance of Professional Subjects of the BS Midwifery Students.

Theory of Academic Performance

Students have different perspectives and capabilities regarding academic achievement in a College and University environment. This proposition diverges among various students. Accomplishments happen in day-to-day practice in Colleges and University settings. At the beginning of the semester, the teachers, clinical instructors of different health-related courses, and administrators take turns inspiring the students to pursue their dreams and come out with flying colors at the end of their studies. Since accomplishments are a shared vision of the entire academic community, a theory of performance is applicable in many learning contexts.

The theory of academic performance emanates from Elger (2007), and the author described ‘perform’ as an ability to produce a valued result and ‘performer’ as an individual or a group that engages in collaboration while the level of performance is the location in an academic journey. According to Elger (2007), there are six components of performance levels, and they are: level of knowledge, levels of skills, level of identity, personal factors, and fixed factors and proposed three axioms for effective performance as a performer’s mindset, immersion in an enriching environment, and engagement in reflective practice.

Theory of intelligence

According to Cynthia Vinney,(2020) the triarchic theory of intelligence proposes three distinct types of intelligence: practical, different, and analytic. It was formulated by Robert J. Sternberg, a well-known psychologist whose research often focuses on human intelligence and creativity. The triarchic theory is comprised of three sub-theories, each of which relates to a specific kind of intelligence: the contextual sub-theory, which corresponds to practical intelligence, or the ability to function in one’s environment successfully; the experiential sub-theory, which corresponds to creative intelligence, or the ability to deal with novel situations or issues; and the componential sub-theory, which corresponds to analytical intelligence, or the ability to solve problems. According to Sternberg, there are three kinds of intelligence: Practical intelligence: Sternberg called one’s ability to successfully interact with the everyday world practical intelligence. Practical intelligence is related to the contextual sub-theory. Practically intelligent people are especially adept at behaving in successful ways in their external environment., Creative intelligence: The experiential sub-theory is related to creative intelligence, which is one’s ability to use existing knowledge to create new ways to handle new problems or cope in new situations., and lastly the analytical intelligence: The componential sub-theory is related to analytical intelligence, which

is essentially academic intelligence. Analytical intelligence is used to solve problems and is the kind of intelligence that is measured by a standard IQ test. Sternberg observed that all three kinds of intelligence are necessary for successful intelligence, which refers to the ability to be successful in life based on one's abilities, personal desires, and environment.

Conceptual framework Of the Research Study

The conceptual framework showed the outline presented in this study. The diagram above shows the level of admission test, as well as the academic performance of the Bachelor of Science in Midwifery student. These variables are crucial in the assessment and determination of the performance of the students. The extended factors were identified as well as the existing significant relationship between these factors toward academic performance and admission result of the Bachelor of Science in Midwifery in General Santos Medical School Foundation Inc.

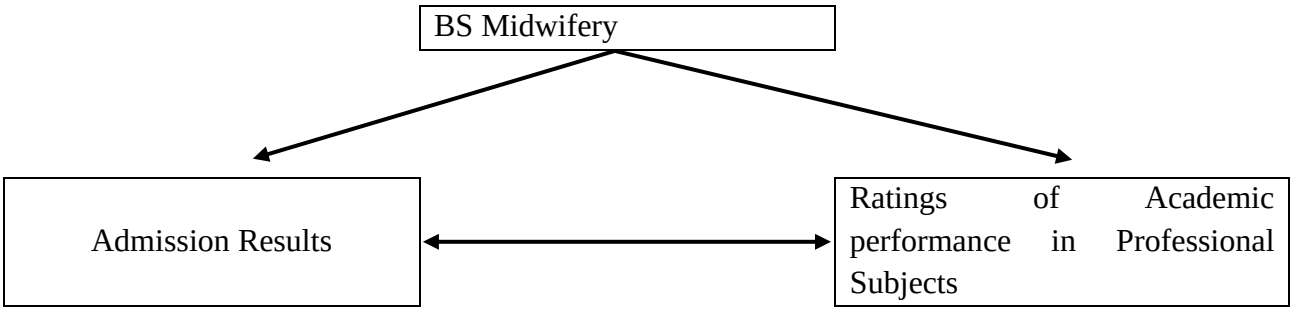


Figure 1. Conceptual Framework

Based on the results, a proposed enhancement of the syllabus to address the aforementioned concern regarding the academic performance and admission result of the students in BSM.

Related Literature

Midwifery training prepares student midwives from diverse cultural and social backgrounds and beliefs to render competent care to mothers and babies. Midwifery training prescribed by the South African Nursing Council (SANC). The education of student midwives demands more than the traditional lecture method of teaching. Practical skills are of importance but cannot be practiced without the theoretical knowledge. Therefore, midwifery lecturers are faced with a challenge of ensuring an education that is firmly grounded in theory and practice. The ability to apply theoretical knowledge to clinical performance is fundamental in creating competent midwives. The average pass rate of 9.6%-31% for theory examinations, recorded for the past few years, is evidence of the high failure rate in the SANC R254 midwifery program across South Africa. This has an implication on the production of an adequate number of competent midwives to render quality midwifery services.

Midwifery education in Ghana, West Africa, has assumed increasing proportions in recent years. The education is regarded as a rewarding and challenging career which seeks to provide candidates with the needed knowledge, skills and behavior to deliver safe and effective, evidence-based care, and ensure responsible and accountable practices to expecting mothers. Increased population and interest in midwifery education among female students, have resulted in a corresponding increase in the number of Nursing and Midwifery training institutions (NMTC) in Ghana (Olabode, 2017). More importantly, many view midwifery education as the preferred and secured educational path for career prospect due to the increasing need for healthcare workers in Ghana's health sector. Recent effort by Ghana's Ministry of

Health to upgrade the Post Nursing Assistant Clinical (NAC) and Nurse Assistant Preventive (NAP) Midwifery program from certificate to diploma points to the increased importance attached to midwifery education (Addo and Amenyo, 2018). Surprisingly, this increase has been unencumbered by the perceived difficulty attached to science-oriented program by females.

Midwifery care is important in reducing maternal and newborn mortality (Hoope Bender et al, 2014). In Ethiopia, there is a problem in the quality of care provided by midwives (Yigzaw et al, 2017). Ethiopia has invested in pre-service education to ensure the availability of midwifery care and as a result, the number of midwives in Ethiopia has increased (Ethiopian Midwifery Association and United Nations Population Fund, 2012). It is not only the availability of midwives that affects maternal and newborn health, it is also the training of those midwives to ensure that they obtain knowledge, skills and an appropriate attitude (Mary et al, 2014). There have been studies investigating the factors associated with academic performance, but there is no study that investigates this in Ethiopia. Therefore, this study was intended to assess factors affecting students' academic performance among midwifery students in Gondar University.

There are two (2) pathways to becoming a midwife in Australia. A Bachelor of Midwifery degree is available in most states. This is a three (3) year undergraduate course which can be accessed by students with no nursing background and is known as the "direct entry" midwife (Department of Health. New South Wales Government 2018: 1). The Bachelor of Midwifery students do not have any previous nursing training or experience. They enter the midwifery training program straight from high school (Department of Health. New South Wales Government 2018: 1). The second route is to complete a Bachelor of Nursing degree at a university and then do midwifery as a postgraduate course. Both degrees offer a mix of theory and clinical experiences across a range of midwifery settings to provide broad exposure to the different areas of midwifery practice (Department of Health. New South Wales Government 2018: 1). This is similar to the training in the United States.

The education program is regulated at national level in an Order of Council Midwifery (AMvB, 2008) and the quality of the education program is secured by the Accreditation Organization of the Netherlands and Flanders (NVAO) through reaccreditation every six year. Throughout the country, there are three universities of applied sciences offering the program with a total annual uptake of 220 students selected from around 800 applicants. The teaching staff has a background in midwifery (70%), medicine, health sciences, psychology, communication, and additional expertise in law, ethics and sociology. About half of the staff is also involved in research.

Stock, Lynam, and Cachia (2018: 434) defined academic achievement according to assessment grades (grade point average). The assumption is that the higher the grade point average or percentage pass rate, the greater the chances for employment. Their study was conducted on undergraduate psychology students in the United Kingdom, and they defined academic success as the completion of the education process, acquisition of knowledge and development of skills in readiness for the working market (Stock, Lynam, and Cachia, 2018: 434). Two themes were identified, namely intrinsic and extrinsic. Intrinsic encompassed motivation, self-directed learning and personal skills (Stock, Lynam, and Cachia, 2018: 434). Extrinsic factors included the curriculum and availability of student support systems. Students undergo assessments in accordance with predetermined educational criteria. In keeping with (Stock, Lynam, and Cachia, 2018), Kapur (2018: 21), stated that it is vital to perform well academically and obtain good grades in order to attain educational qualifications and to enhance one's skills and abilities. (Kapur 2018: 21) agree that various factors influence academic performance, with some of these factors resulting in 12 the student

achieving well theoretically, while others result in the student performing poorly. In the study on factors influencing the students' academic performance in secondary schools in India, Kapur (2018: 19) attests that the factors that influence the academic performance of the students are: "attitude of the students, school resources, leadership aspects, skills and abilities of the teachers, classroom environment, role of parents, social circle, psychological and health related factors, motivating and encouraging students, visual and hearing impairments, counselling and guidance services, development of study skills, time management, home environment, teaching-learning methods, approachability and professionalism of lecturers". Kapur (2018:19) further identified the following factors that could influence the academic performance of the students: "financial position of their families and conditions of poverty, provision of tuitions and assistance at home, occurrence of conflicts and disputes, employment opportunities, household chores, needs and requirements of other family members and violent and criminal acts"The guidelines that accompany the ICM global standards for midwifery education (ICM, 2013b) provide support for educators in designing midwifery education programs and curricula that focus on health workforce needs and their country's burden of disease while still adhering to the ICM global standards for education of the professional midwife. Countries are free to design these programs of study in accordance with any of the several evidence-based theories of best practices in education. Transformative and constructivist program approaches hold current prominence. These and other theoretical frameworks share a common theme of competency-based teaching and learning (Fullerton, Johnson, Thompson, & Vivio, 2010; Fullerton, Thompson, & Johnson, 2013; Johnson, Fogarty, Fullerton, Bluestone, & Drake, 2013).
Knowledge and education are common goods. The acquisition and application of knowledge is a part of collective societal endeavor (UNESCO, 2015). The need to produce competent graduates in their specific discipline who possessed the skills and attributes to deal with the ever-changing work environment in the 21st century is a herculean task assigned to HEIs in the Philippines (Magulod, 2017a, 2017b). One of the important steps to undertake to ensure quality and optimal learning experience among university students is to consider their different learning styles and preferences. Learning style refers to how students learn and process information in their own ways.

Admission Test

Admission criteria is one of the key indicators to predict academic performance. Educationists are interested in identifying key factors which can predict academic performance. The midwifery educator must recognize that each student midwife may prefer a different learning style and teaching method to acquire and develop their knowledge and skills. As such, the techniques used to deliver theory and practice should be tailored accordingly. Each learning style should be incorporated into the curriculum activities so that every student is able to learn effectively and be successful in their studies.
As cited in the study of Ramos (2018) that Freshmen applicants are given an entrance examination to determine readiness for tertiary education in all fields. The result of the test is a determining factor whether the applicant is accepted or not in the school or program from which the applicant seeks admission. Schools may opt to use a standardized test which may be purchased from an outside vendor or from a teacher-made test which can be validated within by the officer in-charge. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.
Continuously, the study used the correlation research design to determine the extent to which two factors

are related, not the extent to which one factor causes changes in another factor. Respondents are first year to third year students of school year 2015-2016. A total of 69 students who took the entrance examination and enrolled under the Bachelor of Science in Computer Science (BSCS) program served as the respondents of the study. The study used several variables such as the entrance examination results (Stanine) and students' academic performance (final grade) in 25 BSCS professional courses.

Additionally, in the study of Chapay(2021) that a vast body of studies has a propensity towards considering system admission test (SAT) scores as one collective variable that influences the licensure examination performance. The current article revisits this research area and further takes a step forward in analyzing the influence of SAT score grouped into two categories as passed and conditional. His study is a comparative analysis of the Licensure Examination for Teachers (LET) performance according to SAT groups of a cohort of 86 elementary education graduates from the Bachelor of Elementary Education (BEEd) Department at the College of Education (CoEd), Mindanao State University, General Santos City (MSU GSC), Philippines. The Mann-Whitney U Test was mainly used as a statistical tool. The results showed that the majority of the students with passed SAT scores obtained a good level of LET performance and those with conditional SAT scores attained a fair level of LET performance. It was further revealed that there is a statistically significant difference in the LET performance of the students with passed and conditional SAT scores. Based on these pieces of evidence, this current research presents three essential instructional accommodations that may be considered to improve.

Furthermore, in the study of Bermio (2020) that determined the extent of the clinical learning opportunities and the second-year midwifery students' level of competencies, and it looked into the relationship between the extent of clinical learning opportunities and their level of competency. The research employed a descriptive-correlational design. The study respondents were the 93 students enrolled in the three midwifery schools in Ilocos Sur, Philippines, during the SY 2019-2020 and their eight clinical instructors (CIs). The study was conducted in these three schools to look into their capability of providing the students' learning needs that are essential to the full development of the students. Since, it is believed that the extent of clinical learning opportunities and the level of competencies of the midwifery students lies in the competence, assistance, and opportunity provided by the clinical instructors (CIs), the quality of the clinical learning environment and the active participation of competent and autonomous midwifery instructors in this environment can have a facilitatory role. Additionally, the student-respondents have a Very High extent of clinical learning opportunities. They are "Very Highly Competent." The extent of clinical learning opportunities is significantly related to the student respondents competency level. Therefore, it is recommended that 1) the CIs continuously provide various opportunities in the clinical area and extend their full support to the students by creating a conducive learning environment that will contribute to the full development of their competencies as midwifery graduates. 2) The academe to fully adhere to the competencies of the students as prescribed in the CMO through the exposure of the students in all the clinical areas where they can acquire the necessary knowledge, skill, and attitude of a midwifery graduate who is well prepared to cater to the needs of mothers and children.

Academic Performance

The academic performance of students plays an important role in producing the best quality graduates who could become great leaders and comprise the manpower for the country's economic and social development (Ali et al, 2009). Poor academic performance of students can be a problem in academia; motivational struggles can have a negative impact on academic performance (Khadivezadeh et al, 2004). Academic success has a great influence on a student's self-esteem, motivation, and perseverance in higher

education (Crosnoe et al, 2004; Farooq et al, 2011).

In the study of Gebreslasie, et al.(2020)states that the academic performance of midwifery students plays an important role in providing quality midwifery care. However, the current academic performances of students have been found to be unsatisfactory. This study aimed to assess factors associated with the academic performance of midwifery students. Students' academic performance was good. Residence, teacher's role and student's background were significantly associated with good academic performance. Attention should be given to students from urban residences and the teacher's role in the skills laboratory. Additionally, students should be encouraged to perform well academically from high school onwards.

Gemmellaro, et. Al. (2020) shows that the clinical internship is fundamental for the training of the future socio-health professional. Through the practical activity, the student develops professional skills, critical thinking and decision-making ability, internalizing the complexity of the professional role. While in the nursing field there are several tools for assessing the clinical experience of students, in the obstetric field there is a lack of validated tools. Therefore, the purpose of this work was to investigate the perception of the students of the Degree Course in Midwifery regarding the internship experience. The Third year students, who completed the internship in the delivery rooms, were more satisfied with the internship experience than the second- and first-year students, most likely for having achieved a degree of autonomy of care, awareness and greater professional motivation. The students of the first year of the course were more satisfied than those of the second year in presenting the objectives of the internship, in discussing with the internship guides the training experience they were experiencing, in receiving adequate supervision during the execution of procedures and in obtaining exhaustive answers to requests for clarifications. The explanation for this difference could be the result of the initial enthusiasm of the first-year students in starting a completely new experience. On the contrary, second year students are already “trained” on certain techniques, but they are not yet independent and autonomous, as are third year students, so they could experience this transition phase as “less satisfactory”. From the results of this study, the need to periodically investigate the quality and satisfaction of the clinical internships seems to emerge to guarantee an increasingly effective obstetric training and, consequently, a high professional competence. In order to provide a more accurate interpretation of these data, however, further studies are necessary.

In the study of Shinyashiki, & Baccaro (2014) that aimed to analyze the relationship between performance in the university entrance exam and sociodemographic characteristics with academic achievement of students of a public university of São Paulo State. A quantitative survey with data from 4237 graduates in 12 careers in the areas of Exact and Technological Sciences, Biological Sciences and Humanities was conducted. Through multiple regression, it is suggested that the performance in the entrance exam is positively related to academic performance, regardless the career field. In addition, sex, skin color, quantity of goods, the type of middle and high school attended by the student, the number of university entrance exams taken and the cutoff grade for the entrance into careers help to explain the academic performance of the graduates from the university analyzed.

Toosi, et. al (2021) states that attaining high-quality education requires continuous evaluation and revision of the curriculum. The view of the graduate students can provide valuable insight into the necessary evaluations and revisions. Therefore, they to evaluate the opinions of midwifery graduates about midwifery education in Iran. It seems that the midwifery curriculum needs to be constantly revised, aiming to improve student satisfaction with their midwifery education. Some effective measures in this regard are employing experienced professors, developing cooperation between midwifery instructors and clinical

departments, and trying to improve the educational environment. Attention to the improvement of facilities and equipment and agreement between the content of theoretical education and practical topics are also recommended to improve the quality of midwifery education.

Llego, et.al(2017) shared about their study that aimed to examine the career changes of graduates from the School of Midwifery of Urdaneta City University (UCU). This study utilized descriptive cross-sectional design through survey questionnaire with 97 respondents who are graduates of Diploma in Midwifery and Bachelor of Science in Midwifery of UCU batch 2012 to 2015. Almost all (95.88%) of the respondents are female, Most (72.16%) and (70.10%) of the respondents took Diploma in Midwifery, because it was affordable for their family and it is available in their chosen institution, respectively. A great majority (65.98%) of them are already BSM graduates. Almost half (47.22%) of them have a regular or permanent job. Almost all (96.91%) of them are institutionalized midwives. It shows here that most (86.60%) of them are working locally. Most (75.26%) of the respondents are not employed for the first time. All (100%) of them leave their first job because of salaries and benefits. Some (32.99%) of them are Midwife I. All (100%) of them had a job that is related to their course. All (100%) of them believes that their curriculum is relevant to their first job. All (100%) of them believed that clinical skills helped. All (100%) of them, plans to advance their education. In light of the findings of this study conclusions include: the curriculum of the midwifery programs is job-related and is responsive to the changes in the society, and clinical skills are an essential learning that they have applied for their first job, and all of them grasp the importance of having an advanced degree. This study is significant in the quality of midwifery education. Curriculum is the heart of an institution; a quality curriculum equates to quality graduates; if an institution has quality graduates it means it is providing quality human resource.

Antonio (2023) states that Midwives play a crucial role in caring for Filipinos not only around childbirth, this is their primary professional duty but throughout the lifespan especially for midwives working in local health departments. Stakeholders must not forget to give due recognition to the value and worth contributed by midwives in shaping the health and well-being of each generation of Filipinos. Midwives are primarily considered as professionals with expertise in assisting women before, during, and after childbirth.

Thus, the competencies for midwifery as defined by the International Confederation of Midwives revolve principally around assessment and provision of care to women and the fetus/newborn/infant during the pre-pregnancy and antenatal periods, labor and birth, postnatal/postpartum periods. The availability of skilled midwives in communities has allowed women, especially those who belong to lower income groups, to access professional services around childbirth, as reflected in responses from the National Demographic and Household Survey.

For instance, while 50% of all women surveyed received antenatal care from a midwife, it is notable that 70% of those who belonged to the lowest wealth quintile were seen by a midwife during the antenatal period. Furthermore, midwives assisted 30% of deliveries reported by respondents, while roughly a little over a third of deliveries for each of the three lowest quintiles were attended by a midwife.

In the Philippine setting, midwives are recognized as the first professional point of contact for most members of a community, especially in rural and remote places, as midwives are the ones deployed to manage Barangay Health Stations. Elaborating the scope of the practice of midwifery in relation to the provision of “primary health care services in the community” as stipulated in Republic Act No. 7392, the Board of Midwifery of the Professional Regulation Commission, in a primer for the profession, stated that midwives are expected to, among others, (a) implement government health programs in accordance with

policies and guidelines of the Department of Health; (b) supervise barangay health workers; and (c) manage a Barangay Stated differently, midwives, given the scope of work that they do and the areas where they are deployed, serve as the face and touchpoint of the health sector in our communities. They are the embodiment of the different health policies and programs enacted at the national and local levels through which Filipinos experience, individually and collectively, the drive for better health advanced by different agencies, personalities, and stakeholders.

CHAPTER III
RESEARCH METHODOLOGY

This research utilized quantitative research. Specifically, it employed a descriptive-correlational research design to evaluate the admission results and academic performance of professional subjects of the BS Midwifery Students. This part of the research paper discussed the research design, locale of the study, respondents, gathering procedure and statistical treatment of data. The study was primarily conducted in General Santos Doctors' Medical School Foundation Inc.

Research Design

This study used a quantitative method of research with an emphasis on the descriptive-correlational design employed in the research project. This is quantitative research design will find out the significant relationship of admission results and academic performance in different professional subjects of the Bachelor of Science in Midwifery. Additionally, it will show also the mean results of admission and academic performance of the students. The results of the study will help determine if there is a need to enhance the midwifery course syllabus.

Locale of the Study

This location was chosen because it provided the researchers with a diverse range of relevant information, viewpoints, and ideas from the population of radiologic technology students required for the study. Below is the location of the institution.

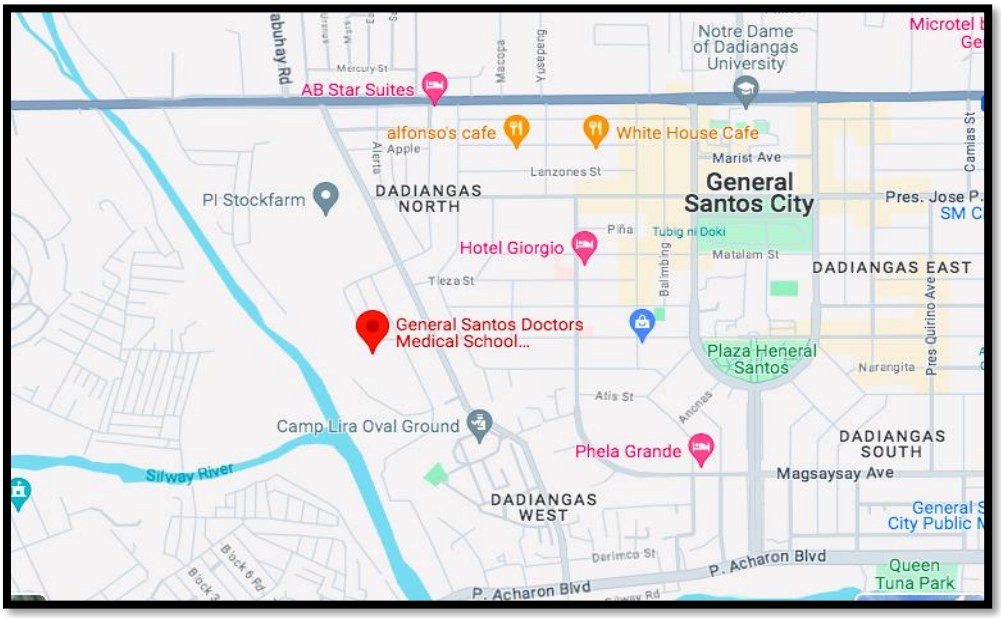


Figure 2. Location Map of the School

General Santos Doctors' Medical School Foundation Inc, is the realization of what used to be an elusive dream of Dr. Genaro B. Valencia Jr. and Dr. Venancio Yap, two of the founders of General Santos

Doctors' Hospital. A dream that had been nurtured since the beginning of the hospital construction in 1968. They aimed to provide quality health care to the people in General Santos City thus they thought of putting up a nursing school. This idea however was not well accepted by then for fear that a second project would distract them from the first –the hospital.

Sometime in 1995, having had succeeded in making GSDH one of the finest in General Santos City, they thought of reviving their second dream. Frustrating it might have been for them, they had to set it aside once again because of the decreasing demand for nurses locally and internationally.

In 2001, a remarkable resurgence of the demand took place motivating Dr. Genaro B. Valencia Jr. to pursue the said project. He spearheaded the plan in collaboration with Mrs. Resurreccion C. Valencia, Dr. Daniel G. Yap, and some members of the hospital board. GSDMSFI was finally founded and registered with the Security and Exchange Commission on May 30, 2002, and was opened on June 2003 offering Bachelor of Science in Nursing as its pioneering course with 140 enrollees.

The school then started to soar like an eagle with Dr. Genaro B. Valencia Jr. as the wings. Giving the soaring a push are Mrs. Resurreccion C. Valencia, Mrs. Virginia Manalo, Mrs. Tessie T. Osoy, Mrs. Azucena V. Quito, Mrs. Rose Reyes, Mr. Mark Ronulo, and the other pioneering members of the faculty and staff who served as the wind beneath those wings.

In the succeeding years, the Board felt the City's need for other health professionals. Thenceforth, from the Bachelor of Science in Nursing as its pioneering course, GSDMSFI now offers Bachelor of Science in Midwifery, Bachelor of Science in Radiologic Technology, Bachelor of Science in Psychology, Bachelor of Science in Medical Technology, and Bachelor of Science in Pharmacy, Bachelor of Science in Physical Therapy, and Senior High School.

With the continued support of the Board of Trustees, Administrators, our present Dean, Mrs. Grace Joy Gerada-Nietes who joined the force in April 2005, members of the faculty and staff, GSDMSFI will continue to soar high towards the fulfillment of its mission.

Population of the Study

The study employed the 23 Midwifery students from the Bachelor of Science in Midwifery program from the Academic Year 2017-2023. These are the following population of the students per year.

Table 1. Population of Students per Academic Year

ACADEMIC YEAR	NO. OF STUDENTS
2017	11
2019	2
2021	1
2022	3
2023	6
TOTAL	**23**

Sources of Data

The data was retrieved from the help of Registrar staff and Guidance Counselor offices. This study employed the method of retrospective data collection wherein they have to search the name of students' admission test results in which paired it with the ratings of professional subjects in Midwifery. They gave the coded students name to the researcher before it was submitted for analysis.

The Otis-Lennon School Ability Test (OLSAT) is a nationally-normed standardized test designed to measure your child's achievement against the achievement of all other children of the same age. Generally

administered in the institution, the OLSAT can be one tool used to identify gifted students. While it is technically an achievement test, the OLSAT measures important critical thinking skills, such as higher-order thinking and the ability to analyze, synthesize, and evaluate information. The OLSAT is a multiple choice test. Students will listen to directions and shade the correct answer under each picture. Because there is no reading, pre-literate students can be tested using the OLSAT, and students who struggle with reading but are intellectually very capable may still do well. The maximum OLSAT test length is 75 minutes with 72 items. The areas measure are the following: a.) Verbal Comprehension which consists of understanding of language; similarities and differences among word, b.) Verbal Reasoning that consist of using language to infer, apply, and classify, c.) Pictorial Reasoning consist of inferring from and evaluating pictures, d.) Figural Reasoning consist of reasoning involving geometric shapes.

This study was utilized a document record of the respective grades for the student batch 2017-2023 which was retrieved from the registrar's office. The data collected was the grades of professional subjects by the students enrolled from the School Year 2017-2023. Consequently, the entrance examination using the stanine score was retrieved from the guidance office corresponding to the list given by the registrar's office respectively.

Data Gathering Procedure

The study was conducted with the permission of the AVP/Dean of the Health Sciences as well as the Registrars and the Guidance office. The data which was collected from the Registrar's office and guidance office was treated statistically. After the data collected was completed, analysis of the data and documents was made on the grades of the professional subject of the midwifery student as well as the admission test result of the student enrolled in the School Year 2017-2023. After the analysis of the study, certain conclusions and the results can be used to formulate interventions.

Statistical Treatment of Data

The data was encoded in Microsoft Excel. It was calculated, analyzed and interpreted through the use of descriptive statistics. In finding, the mean results of admission test results and average rating of Academic Performance of Midwifery student and frequency distribution were used. The Spearman rho was used in the significant relationship between the admission test and professional licensure examination results.

Table 2. Size of Correlation Coefficient with Interpretation

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

The value of ***r*** ranges between -1 and 1. A correlation of -1 shows a perfect negative correlation, while a correlation of 1 shows a perfect positive correlation. A correlation of 0 shows no relationship between the movement of the two variables. The table below demonstrates how to interpret the size (strength) of a correlation coefficient.

Ethical Considerations

The study was conducted in compliance with the ethical principles of the Research Ethics and Review

Committee of the institution to avoid academic fraud and research misconduct. Informed consent was obtained from the office of Assistant of Vice-President in Academic Affairs/College Dean of which entails also the letter to the Registrar Office. The researcher guaranteed the privacy of the documents gathered from different offices and by limiting the access of data within the group. Furthermore, the privacy of the data received were treated and coded privately which is based on existing laws and regulations pertaining to data privacy and safety protection law.

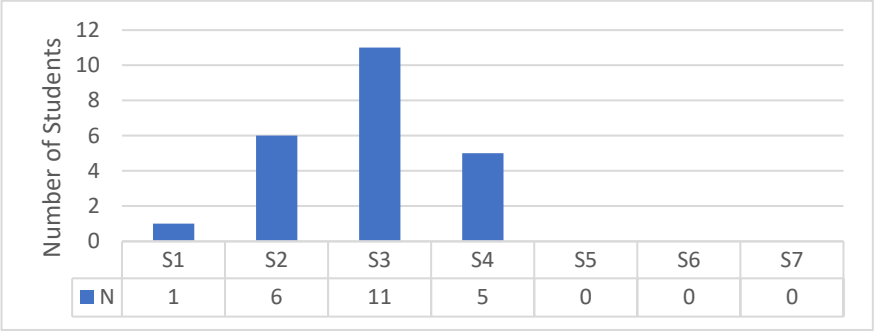
CHAPTER IV
RESULTS AND DISCUSSIONS

This part shows the admission results and the ratings of the Bachelor of Science in Midwifery from 2017 until 2023. It discusses also the ratings of every professional subject.

Admission Results From 2017-2023

Admission test results shown in Figure 4 that most of the Bachelor of Science Midwifery students got a Stanine 3 which is 11 out of 23 students, followed by Stanine 2 and Stanine 4, in which is 6 and 5 students, respectively.

Figure 4. Admission Results of Bachelor of Science in Midwifery Students



However, it is noticeable in the figure above that there were no Stanine 5 to Stanine 9. The result implies that most of the students are Considerably Below Average, Slightly Below Average and Poor. There were no students enrolled with Average and Superior.

The table 3 shows that the most number of students enrolled from 2017-2023 is mostly Stanine 3 which is 11 out of 23 students. There were no students enrolled with Stanine 5 to Stanine 9.

Table 3. Frequency Distribution Of Admission Results From 2017-2023

STANINE	2017	2018	2020	2022	2023	Total
S1	1	0	0	0	0	1
S2	3	1	0	0	2	6
S3	6	1	1	0	3	11
S4	1	0	0	3	1	5
TOTAL	11	2	1	3	6	23

The table 3 presents also that 1 student got a Stanine 1 which is very poor. This means that most of the students enrolled in BSM were almost Considerably Below Average, Slightly Below Average, and Poor. Specifically, in Academic Year 2017, 2018, 2022 and 2023, the enrolled students are mostly Stanine 3,

which is Considerably Below average. Only in the AY 2022, all of the students admitted were Stanine 4 as described as Slightly Below Average.

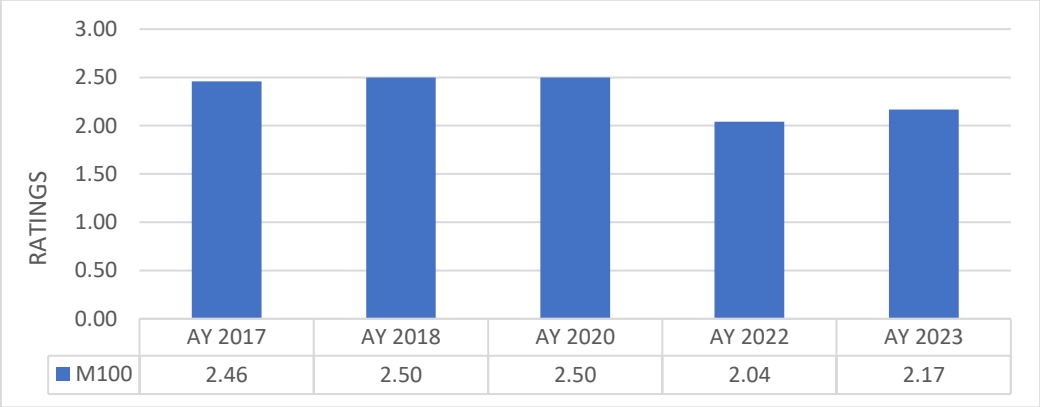
In the student handbook of the GSDMSFI 2023, a student with Stanine 3 below can enroll in the Midwifery course as long as they can comply with a documentary requirement for admission, are physically fit, and have passed the interview with the admission committee.

Academic Performance Rating of BSM Students In Professional Subjects

This section discusses the grades of BSM students in each professional subject they have taken. The researcher arranges the presentation sequence according to the semestral offering and year.

The figure 4 shows that the highest rate was 2.04 in the Academic Year 2022 followed by Academic Year of 2023 which is 2.17. Additionally, the academic year 2018 and 2020 has an average grade of 2.50 and the least is in the academic year of 2017 which is 2.46.

Figure 4. Average Rating of Academic Performance of BSM Students in M100 Course



The results imply that the M100 professional subjects taken by the students from Academic Year 2017-2023 are satisfactorily rated.

Additionally, the table 4 shows the number of students and academic performance rating with the AY 2017-2023. In AY 2017, there were 4 students who got a grade of 3.00 which is passed. The highest grade of 1.50 got by the 2 students which means very good.

Table 4. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in M100 Course

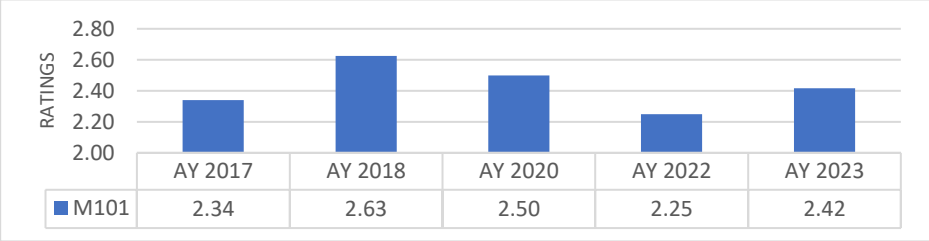
RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	0	0	0
1.50	2	0	0	0	1	3
1.75	1	0	0	1	2	4
2.00	0	0	0	0	1	1
2.25	2	1	0	1	0	4
2.50	0	0	1	1	1	3
2.75	2	1	0	0	1	4
3.00	4	0	0	0	0	4

TOTAL	11	2	1	3	6	23

Moreover, most students' academic performance rating are in 2.25, 2.75 and 3.00 in which interpreted as Satisfactory and Passed. In M100 courses, the students are expected to develop basic skills in the care of individuals and families

In figure 5 shows the average rating of academic performance of BSM students in M101 course, as can be seen, the highest average rate is in the AY 2018 which is 2.63. And the least number of students are in the AY 2022 which has an average of 2.25.

Figure 5. Average Rating of Academic Performance of BSM Students in M101 Course



The results imply that most of the students passed the subjects and least of the students had a satisfactory rating. Moreover, table 5 shows that 7 out of 23 students got a rating of 2.25, followed by 6 students whose rating is 2.50. These are both described as satisfactory.

Table 5. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in M101 Course

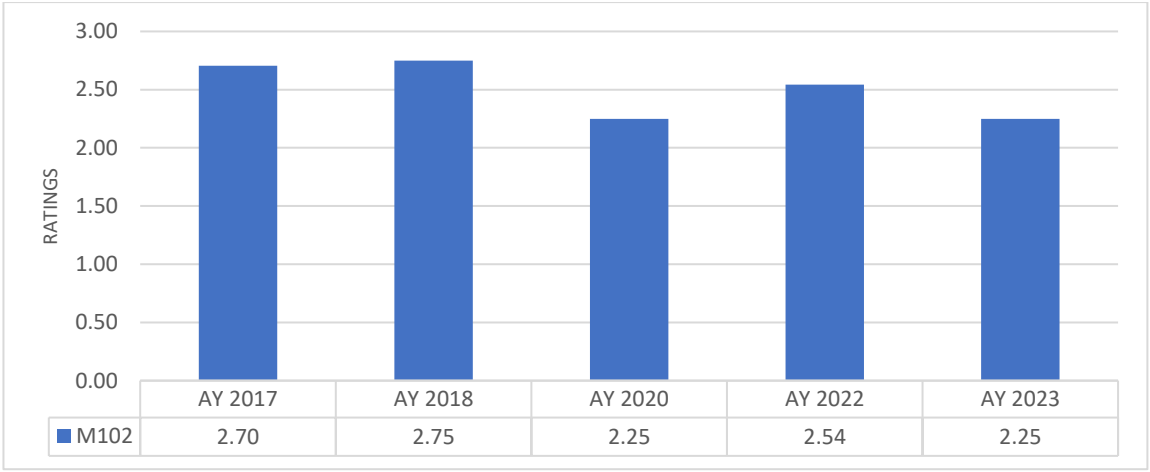
RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	0	0	0
1.50	0	0	0	0	1	1
1.75	1	0	0	0	0	1
2.00	0	0	0	1	1	2
2.25	5	0	0	1	1	7
2.50	2	1	1	0	2	6
2.75	3	1	0	0	0	4
3.00	0	0	0	1	1	2
TOTAL	11	2	1	3	6	23

It can also be seen that 1 out of 23 students got a highest grade of 1.5 and 1.75. It means that they are very good and good.

In M101 courses, the students are expected to deal with the concepts of Sexuality and reproduction, Normal Pregnancy, labor and delivery, the postpartum period, and lactation management. The course includes the application of skills in essential intrapartum and Newborn Care, vaginal examination, intravenous insertion, suturing of perineal laceration, and lactation management in the clinical setting.

In figure 6 shows the average rating of academic performance of BSM students in M102 course, as can be seen that the highest average rate is in the AY 2018 which is 2.75 and closely to AY 2017 which is 2.70. The least number of students got 2.25 average rate in AY 2020 and 2023. It implies that their academic performance in M102 professional subjects are passing and the least are satisfactory.

Figure 6. Average Rating of Academic Performance of BSM Students in M102 Course



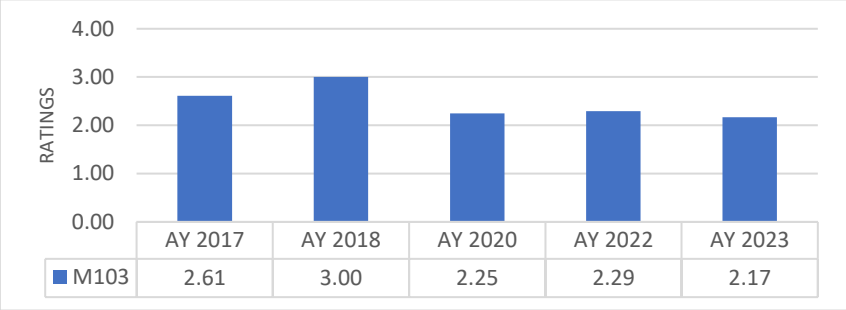
The table 6 shows that 6 out of 23 students got a rating of 2.75, followed by 5 students whose rating is 2.25 and 3.00. These are both described as satisfactory and passing rates.
In M102 courses, the students are expected to deal with the important skills in identifying complications of pregnancy, labor, and delivery including integrated management of childhood diseases, and basic family planning.

Table 6. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in M102 Course

RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	0	0	0
1.50	0	0	0	0	1	1
1.75	0	0	0	1	0	1
2.00	0	0	0	0	1	1
2.25	2	0	1	1	1	5
2.50	1	1	0	0	2	4
2.75	5	0	0	1	0	6
3.00	3	1	0	0	1	5
TOTAL	11	2	1	3	6	23

In figure 7 shows the average rating of academic performance of BSM students in M103 course, as can be seen the most numbered highest average rate in AY 2018 is 3.00 and followed by AY 2017 which is 2.61. These are described as passed. It means that the students got passing ratings in M103 course.

Figure 7. Average Rating of Academic Performance of BSM Students in M103 Course



Moreover, table 7 shows that the same number 6 out of 23 students got a rating of 2.25 and 2.75, followed by 5 students whose rating is 3.00. These are both described as satisfactory and passing rates in M103 professional subjects.

Table 7. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in M103 Course

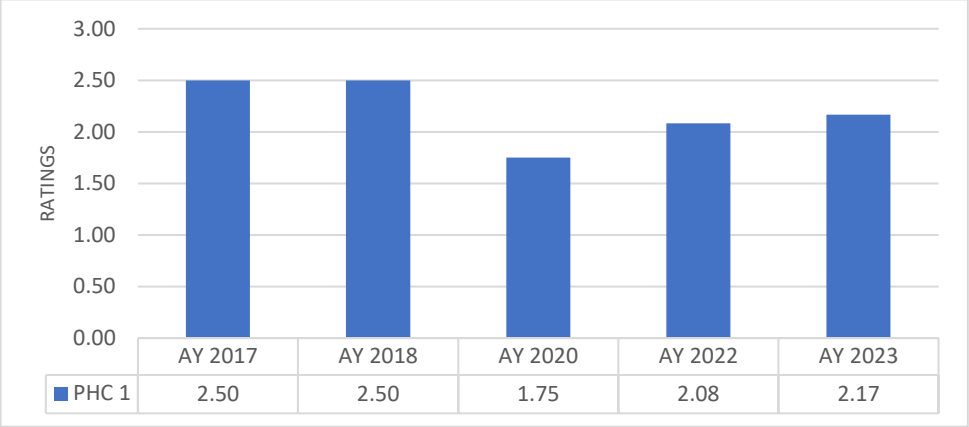
RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	0	0	0
1.50	0	0	0	0	0	0
1.75	0	0	0	1	0	1
2.00	0	0	0	0	1	1
2.25	3	0	1	1	1	6
2.50	2	0	0	1	1	4
2.75	4	0	0	0	2	6
3.00	2	2	0	0	1	5
TOTAL	11	2	1	3	6	23

In M103 courses, the students are expected to explain the legal aspects relevant to Midwifery, related laws, and jurisprudence governing the practice. The course also introduces the students to the ethical dimension of human behavior at different levels and the various fields of midwifery practice.

The clinical practicum focuses on the application of competency standards, laws, and legislations guiding the midwifery practice. Further enhancements of competencies are developed in the care of mothers with normal and complications of pregnancy, labor, delivery, and family planning counseling.

In figure 8 shows the average rating of academic performance of BSM students in PHC 1 course, as can be seen that most of the student highest average rate are both in the AY 2018 and AY 2017 which is 2.50.

Figure 8. Average Rating of Academic Performance of BSM Students in PHC 1 Course



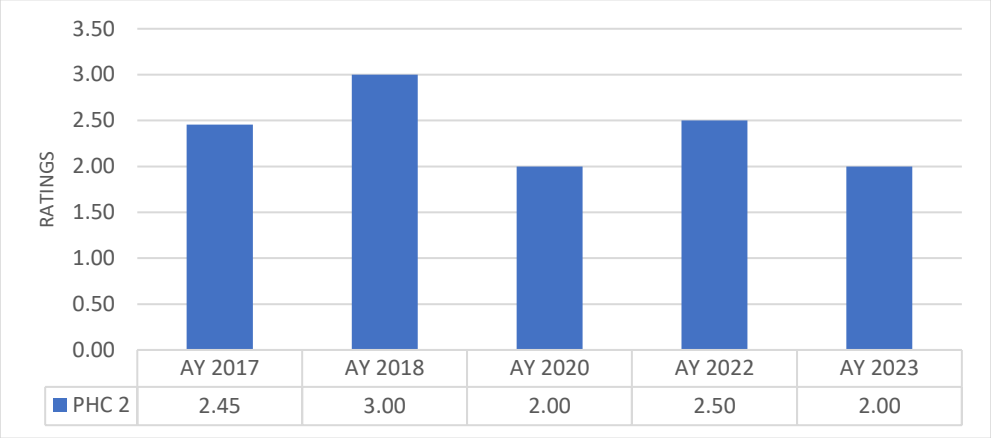
The figure 9 results describe as satisfactory rating in PHC 1 professional subject.
Moreover, the table 8 shows that 6 out of 23 students got a rating of 2.50, followed by a number 4 student whose rating is 2.00 and 3.00. And 1 student got a grade of 1.25.

Table 8. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in PHC 1 Course

RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	1	0	1
1.50	1	0	0	0	1	2
1.75	0	0	1	0	1	2
2.00	1	1	0	0	2	4
2.25	1	0	0	0	0	1
2.50	4	0	0	1	1	6
2.75	1	0	0	1	1	3
3.00	3	1	0	0	0	4
TOTAL	11	2	1	3	6	23

These are both describes as satisfactory and passed ratings in PHC 1 professional subjects. In PHC 1 courses, the students are expected to develop concepts and principles in providing basic health care in terms of health promotion/maintenance and disease prevention at the community level. This course shall focus in an in-depth discussion of the principles, approaches, strategies and processes to community health development. This will also equip the students with the principles and strategies of the Community Organizing Participatory Action Research (COPAR) model.
In figure 9 shows the average rating of academic performance of BSM students in PHC 2 course, as can be seen that the highest average rate is in the AY 2018 which is 3.00 and followed by 2022 which is 2.50. These are describes as passing and satisfactory rate in PHC 2 professional subject.

Figure 9. Average Rating of Academic Performance of BSM Students in PHC 2 Course



Additionally, the table 9 shows that both 5 out of 23 students got a rating of 2.25, and 2.50; followed by both 4 out of 23 students whose grade are 2.75 and 3.00. These are both describes as satisfactory and passing rate of PHC 2 professional subject.

In PHC 2 courses, the students are expected to develop concepts and principles in the provision of basic health care in terms of health promotion/maintenance and disease prevention at the community level.

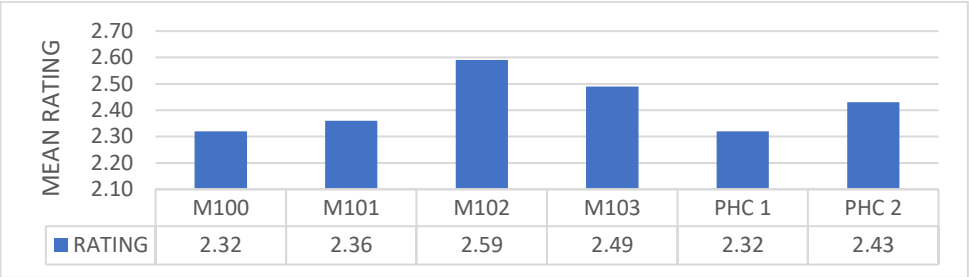
Table 9. Frequency Distribution of Academic Performance Rating From AY 2017-2023 in PHC 2 Course

RATE	2017	2018	2020	2022	2023	Total
1.00	0	0	0	0	0	0
1.25	0	0	0	0	0	0
1.50	0	0	0	0	0	0
1.75	1	0	0	1	1	3
2.00	0	0	1	1	0	2
2.25	3	0	0	1	1	5
2.50	4	0	0	0	1	5
2.75	2	0	0	0	2	4
3.00	1	2	0	0	1	4
TOTAL	**11**	**2**	**1**	**3**	**6**	**23**

This course shall focus on an in-depth discussion of the principles, approaches, strategies, and processes of community health development. This will also equip the students with the principles and strategies of the Community Organizing Participatory Action Research (COPAR) model.

In figure 10 shows the summary average of academic performance ratings of different professional subjects. It shows here that the M102 has an average rate of 2.59 are highest number of students. It means that most students got a satisfactory rating same as 2.32 in M100 and PHC 1.

Figure 10. Summary Average Rating of Academic Performance of BSM Students in Professional Subjects From 2017-2023



The professional subjects in M102, M103 and PHC 1 needs some good strategies for the students to get a higher grade. As can be seen most of the professional subject are in the satisfactory rating.

Table 10. Total Frequency in the Academic Performance Rating of BSM Students with their Professional Subjects

RATE	M100	M101	M102	M103	PHC 1	PHC 2	Total
1.00	0	0	0	0	0	0	0
1.25	0	0	0	0	1	0	1
1.50	3	0	1	0	2	0	6
1.75	4	1	1	1	2	3	12
2.00	1	4	1	1	4	2	13
2.25	4	7	5	6	1	5	28
2.50	3	5	4	4	6	5	27
2.75	4	5	6	6	3	4	28
3.00	4	1	5	5	4	4	23
TOTAL	23	23	23	23	23	23	

Furthermore, most of the ratings of the students based on the professional subjects are both 2.25 and 2.75, which is describes as satisfactory. Only 1 students in PHC 1 got a higher grade of 1.25.

Significant Relationship Between the Admission Results and Academic Performance Rating of Bachelor of Science in Midwifery Professional Courses

Table 11 shows that there is a moderately significant relationship between the admission results and the academic performance of the 23 Midwifery students. It shows that Spearman's rho of -0.586 which is described as moderate with a relationship to the admission results and the academic performance rating with a p-value of 0.002.

The p-value is lower than the significant level of 0.05, therefore the results signify important variables between admission results and academic performance rating. In the study of Imran Inayat Yousafzai el al 2019 a moderate relationship (=0.48, $p<0.001$ was also observed between the previous academic score and the academic performance.

Table 11. Correlation Results Between The Admission and Academic Performance Rating of BSM Students

Correlation Matrix		Remarks	Interpretation
Spearman's rho	-0.586	Moderate	Significant
p-value	0.002		
N	23		

0.05 level of significance

The results show a significant weak relationship between academic performance and entry test score (r=0.26, p=0.030), besides weak non-significant negative relationship between years of experience and the academic performance of the nursing student(r=0.09, p=>0.18).

PROPOSED AN IMPROVEMENT OF PROFESSIONAL SUBJECTS FOR BSM STUDENTS

On the succeeding data, shows the professional subject of the Bachelor of Science in midwifery and its corresponding description. A proposed improvement of the professional subject for Bachelor of Science in Midwifery in the course syllabus and additional columns like motivation and activity enhancement will be included as part of the syllabus.

BACHELOR OF SCIENCE IN MIDWIFERY COURSES

The Bachelor of Science in Midwifery program at our institution provides a comprehensive education that prepares students for the diverse responsibilities of modern midwifery practice. The curriculum is designed to equip students with a strong foundation in midwifery philosophy, normal birth, and critical cognitive skills, addressing the challenges identified in recent research (Carolen & Kruger 2014). Students are exposed to a variety of simulations, including clinical exposure to hospital particularly in the delivery room, Rural Health Unit, and largely managed care organization, reflecting the diverse career paths available to midwives.

Program Objectives:

1. Develop higher level competencies of a midwife as a health care provider, educator, researcher, supervisor and health care facility manager/entrepreneur.

PROFESSIONAL SUBJECTS	DESCRIPTIONS
M100	- This course provides the students with the basic/necessary knowledge, skills and acceptable attitudes in the care of individuals and families. It includes the beginning concepts of man, communication, health care process which teaches the students the basic health care skills in the care of the client. It also includes the first aid, emergency care, Basic life support and Drug administration. (The students are

		expected to perform the basic or necessary knowledge that includes the beginning concepts of man, communication and health care process as well as the skills in the care of the client with the acceptable attitude in the care of individuals and families. Students are also expected to perform the first aid, emergency care, basic life support as well as the drug administration.)
BACHELOR OF SCIENCE IN MIDWIFERY COURSES	**M101**	-This course deals with the concepts of Sexuality and reproduction, Normal Pregnancy, labor and delivery, post partum period and lactation management. The course includes the application of skills in essential intrapartum and Newborn Care, vaginal examination, intravenous insertion, suturing of perineal laceration and lactation management in clinical setting.
	)2	- This course explains the legal aspects relevant to Midwifery, related laws and jurisprudence governing the practice. The course also introduces the students to the ethical dimension of human behavior at different levels and the various fields of midwifery practice.
	)3	-This course explains the legal aspects relevant to Midwifery, related laws and jurisprudence governing the practice. The course also introduces the students to the ethical dimension of human behavior at different levels and the various fields of midwifery practice. The clinical practicum focuses on the application of competency standards, laws, and

		legislations guiding the midwifery practice. Further enhancements of competencies are developed in the care of mothers with normal and with complications of pregnancy, labor, delivery and family planning counselling.
	PHC 1 & 2	-This course provides the students an opportunity to develop a concepts and principles in the provision of basic health care in terms of health promotion/maintenance and disease prevention at the community level. This course shall focus in the in-depth discussion of the principles, approaches, strategies and process of community health development. This will also equip the students with the principles and strategies of Community Organizing Participatory Action Research (COPAR) model.

2. Specifically, this enables the graduates to: 2.1 give the necessary supervision, care and advice to high-risk participants.
2.2 execute emergency measures in the absence of medical practitioners.
2.3 provide family planning services
2.4 provide Integrated Management of Childhood Illness (IMCI) services.
2.5 manage MCH clinics at the community level;
2.6 facilitate community organizing and social mobilization for community development;
2.7 engage in independent, entrepreneurial health activities including management of primary health facilities.
2.8 implement/manage midwifery program.
2.9 perform other health-related functions as may be deemed necessary to the appropriate agency.

CHAPTER V
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter of the study presents the summary, conclusion drawn from data gathering and analysis, and recommendations suggested by the investigators.

Summary of the Findings

As the academic landscape continues to evolve, educators are constantly seeking effective strategies to enhance student learning and achievement. In the study, 23 students took the admission test from AY 2017-2023. Most students belong to Stanine 3 which is 11 out of 23 students. There were no students

enrolled with Stanine 5 to Stanine 9. In the frequency distribution of academic performance ratings from AY 2017-2023 of the professional subject M100 course, most students' performance ratings were 2.25, 2.27, and 3.0 which it is interpreted as satisfactory and passed. Hence, in M 101 course most students also a satisfactory rating on the other hand 1 student got the highest grades of 1.5 and 1.75. Additionally, in M102 course had passing and least satisfactory ratings. Likewise in M103, PHC 1 , and PHC 11 wherein most of the students also had a satisfactory passing rate. Using the Spearman's rank and the p-value , the correlation result between the admission and academic performance rating of BSM students indicates moderately significant.

Conclusion of the Study

The performance of the respondents in the College Admission examinations indeed is related their performance in the professional subject in midwifery. As the performance in the admission examinations gets lower, the performance in profession nal subjects in midwifery courses also gets lower, and vice versa. Both the results of the Entrance Examination that is Stanine 3 and below may thought of as predictors of achievement in professional subjects in midwifery. The result could mean that proficiency in professional subjects in M102, M103 and PHC 1 needs some good strategies for the students to get a higher grade. As can be seen, most of the professional subjects are in a satisfactory rating.

Furthermore, most of the ratings of the students based on the professional subjects are both 2.25 and 2.75, which is described as satisfactory. Only 1 student in PHC 1 got a higher grade of 1.25. Although other variables were not considered in this investigation, like the grade 10 and senior high school grades, this study reveals that the readiness of students to be in college could be measured by their preparation for the admission examination.

Recommendations of the Study

The academic and clinical performance of midwifery students has significant implications for the quality of maternal and newborn healthcare services. Some things may still need to be improved to increase the performance in the admission examinations.

Preparations in the secondary education of the students may need to be revisited, especially in the areas of English, particularly reading comprehension. Almost all schools be it colleges and universities have admission examinations. Other factors that may contribute to the student's performance may need to be looked into to increase the student's performance. Although the relationship is direct and significant, it was found to be only moderate. Items in the admission examinations may be revisited and modified to increase the relationship. The course syllabus may need to be revisited as well to enhance proficiency. Further studies are recommended to ascertain the results of this study as well as to cover other areas and variables.

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