A comparative analysis of students achievement among the first and second types of admission: The students of master degree at the faculty of psychology and education, University of Tehran

Abstract

The main purpose of current research is comparative analysis of students’ achievement among graduate students at faculty of psychology and education of Tehran University on the basis of the government financed and self-financed types of enrollment. Research methodology is correlational descriptive and instead of sampling we have used complete census. Our tool to get the necessary data is questionnaire and its reliability was measured by Cronbach factor using SPSS software. 128 students from 138 master students filled and returned questioner. Anova, multiple regressions were used for analysis. The results of one way Anova shows there is significant difference in Masters Entry Exam Ranking of groups studied. Due to their lower rankings, in the beginning of the academic year the self-financed graduate students were weaker than first type’s admission. But the result of two groups’ achievement after three terms shows no difference and this means that second types of admission students have compensated their own scientific weakness. In our final model we have entered the variables of Masters Entry Exam Ranking, gender, marital, monthly Income, effects of tuition, students’ job, house ownership, father’s job, mother’s job, bachelor degree, the hours of study and use of internet. Our findings show these variables predict 67 percent of academic achievement.

Keywords: academic achievement, admission types, University of Tehran