

A Comparative Analysis of Diploma Average and the Total Average of Associate Degree in Technical and Engineering Fields; a Case Study

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Abstract: Due to the high importance of engineering and technical fields from the point view of students attendance and application, in this study we have tried to analyze the relation between the average of diploma with the total average of associate period in fields of electronics, electro techniques, computer and mechanics, In the present study the averages of diploma and total averages of associate degree were collected through the comprehensive system of I.A.U (SIDA). The grades in every field (the total average of high school and associate degree) were randomly classified under 3 categories. To compare the mean, we used t-test. The results showed that there is not a significant difference between the average of diploma and that of associate degree. As a result, engineering after enter the college when we compare it with high school.

Keywords: Academic progress, associate period, technical fields

INTRODUCTION

Evaluation is an inseparable part of education and academic progress is one of the indicators of evaluation. On the other hand, the increase and decrease in grades in total and their averages in particular indicate the students' progress and regress (Seif, 2003). Studies show that the students' academic progress is influenced by marital status; living place, occupational experience and status, work experience in related fields, financial independence, parents' education, family income. Their satisfaction of university service, Talents and learning styles, parents' expectation and support, gender. Number of children, in ferent in major, grade in enterable exam, time interval between degrees and previous averages (Fakharian *et al.*, 2009; Inal *et al.*, 2008). Inal *et al.* (2008) had shown that gender is so considerable factor in difference to English learning according to statistical analysis between data of boy and girl students.

The existence of evaluation criteria in engineering majors is of great importance due to many applicants and their application and it shows not only academic progress but also serves as a means in enhancing education not quality for colleges, teachers and managers (Ghasemizad, 2009). This is even of higher significance when colleges are in competition.

Shakurnia *et al.* (2006) studied the co-efficiency between evaluation grades (during term) with the total average of nursing students and found a weak relation. They suggested that student's average should not be considered a factor in teach evaluation. The present study tries to analyses the relation between diploma

average and the total average of associate degree in engineering fields (electronics, electrotecnics, computer and mechanics).

METHODOLOGY

In this study the average of graduates in the about-mentioned fields as well as the total average in associate degree were recollected from SIDA software (comprehensive educational system of Islamic Azad University). The grades of each field (total average of high school with associate degree) were randomly put in 3 categories and went under variance analysis. TG compare the means, *t*-test was employed. Statistical analysis was done by SAS software, ver. 9.1.

RESULTS AND DISCUSSION

The mean comparison of averages in associate period in four majors with diploma average is presented in Table 1. Comparison of average of diploma and associate degrees. Average comparison is performed in probability level of according to Table 1, there is not a significant difference between the compared averages. The students' entrance to the university has not given them high motivation to increase their averages. The results of this study are almost in disagreement with

Table 1: Final notes of students in technical fields

Field section	Electronic engineering	Electro-techniques	Computer engineering	Mechanical engineering
Diploma	14.14	13.13	13.56	14.18
Associate degree	14.22	13.23	13.17	13.62
p value	ns	ns	ns	ns

Total note is 20 for all of educational fields in Iran; ns: not significant

those of Fakharian *et al.* (2009) regarding the effect of diploma average on academic progress.

As a result, engineering students cannot show more improvement after entering college in comparison with high school. It seems that entering college to get an associate degree cannot bring about the needed motivation due to the easiness of admittance.

It is suggested that strategies should be taken in order to improve educational level and motivate these students to enhance their averages due to the practicality of such fields.

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