

PREDICTORS OF POSTGRADUATE ADMISSION AND STUDENTS' LEARNING EXPERIENCES IN THE SCHOOL OF STATISTICS

Josefina V. Almeda
School of Statistics
University of the Philippines Diliman
jcvalmeda@yahoo.com

There is great demand for statisticians from private and government institutions. Many individuals take postgraduate statistics education to enhance their career prospects. The School of Statistics offers two kinds of master's programs: for Statistics College graduates and for Non-Statistics College graduates. However, in recent years, only a slight improvement in graduation rate from the postgraduate programs has been seen. The study determines the factors to be considered in postgraduate admission that will result to completion and evaluates students' learning experiences to assist in taking proactive steps to address students' concerns and support. Students were interviewed and data triangulation was employed. Binary logistic regression models were used to determine significant predictors of postgraduate success. Administrators should consider the math or statistics capability and students with honors from the University in postgraduate admission. The emergent themes are coping with priorities and obstacles; career advancement; time management; skills in mathematics; faculty competency; and learning environment.

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