

The Causes of Differentiation as Departments in Academic Achievements of Health School Students in Public Health Course

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The study aims to investigate the differences in academic achievements of students in Public Health course at the School of Health and potential factors believed to be playing a role on such differentiation. The research was conducted with 135 students, making up the entire study universe who are currently enrolled in Nutrition and Dietetics, Physiotherapy and Rehabilitation, Midwifery, Health Institutions Management departments at Istanbul Bilim University School of Health. Academic achievement of students in the Public Health course was evaluated. Students were compared in variables of gender, department and the college admission exam scores. ANOVA, t test, correlation analysis were employed for evaluating data. 74.8% of 135 students participated in the study were female, 25.2% were male. No significant differentiation in the academic success of students was determined by gender ($p>0.05$). Midterm and final exam grades and Semester GPA of Physiotherapy students were found to be significantly higher than that of the students at the Health Institutions Management Department ($p<0.05$). Midterm grades of Physiotherapy students were found to be significantly higher than that of the students at the Health Institutions Management Department ($p<0.05$). Final and semester GPA grades of Physiotherapy students were found to be significantly higher than that of the students at the Midwifery Department ($p<0.05$). Statistically significant differences were identified by Tukey analysis carried out based on the average scores of students in college admission exam ($p<0.05$). A positive significant relationship between scores of students in college admission exam and their academic achievement was identified ($p<0.01$). The results of the research indicate the differentiation of academic achievement of the students by departments. High academic achievement of the students of Physiotherapy and Rehabilitation Department is thought to be attributable to their scores in college admission exam. Further research is planned in order to identify other factors potentially associated with the academic achievement.

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