

MEDIATION ANALYSIS OF ACADEMIC PERFORMANCE BETWEEN SELF-EFFICACY IN STEM HEALTH STUDIES AND BASIC CLINICAL COMPETENCE

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ABSTRACT

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This study attempted to investigate the mediating effect of academic performance in additional subjects on the relationship between students' self-efficacy in the STEM-Health Studies curriculum and basic clinical competence. The study's objectives are to ascertain the levels of self-efficacy, academic performance, and basic clinical competence, as well as to determine the mediating effect of academic performance between self-efficacy and clinical competence. Quantitative correlational (mediation analysis) research design was employed in the study. The research limits the participants to STEM grade 12 students from Cor Jesu College, Inc.; thus, the findings of the study do not generalize to other schools, in public or private. Data were collected through validated survey questionnaires and academic records from the school's registrar. Data were treated using a series of regression analyses to determine their correlation. The study

revealed that there is a significant positive correlation among the three variables. A very low positive correlation (Pearson's $r = 0.223$) exists between self-efficacy and clinical competence. Likewise, self-efficacy has a very low positive correlation (Pearson's $r=0.250$) to academic performance, and a very low positive correlation between academic performance and clinical competence (Pearson's $r=0.181$). Using the Sobel test, the findings revealed that academic performance has a positive mediating effect between self-efficacy and clinical competence. The overall results contributed to the understanding of how academic factors influence the development of clinical competence and self-efficacy of the students.

Keywords: self-efficacy, academic performance, clinical competence, STEM education, health studies

SDGs: 3 Good Health and Well-being, 4 Quality Education