

**ACCEPTABILITY OF LEARNING CONDITIONS AT THE DLSU – D
COE – GRADUATE STUDIES and ITS RELATION WITH THE
PERCEIVED POTENTIAL COMPLETION OF DEGREE
REQUIREMENTS BY THE GRADUATE
STUDENTS, SY 2006 – 2007**



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In Partial Fulfillment
of the Requirements for the Degree
Master of Educational Management

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ABSTRACT

Title of the Research: **Acceptability of Learning Conditions at the
DLSU – D COE Graduate Studies and Its
Relation with the Perceived Potential
Completion of Degree Requirements by the
Graduate Students, SY 2006 – 2007**

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This study is a descriptive research design basically aimed to establish whether the perceived level of acceptability of learning conditions in the De La Salle University – Dasmariñas College of Education Graduate Studies (DLSU – D COE – GS) affects the potential completion of degree requirements among the graduate students enrolled during the second semester of SY 2006 – 2007. The respondents of this study were 75 (38.5 percent) taken as convenient sampling of the 195 graduate students enrolled during the semester covered.

To be able to get the answers to the questions sought, a questionnaire was used as the major data gathering instrument supported

by actual interviews and observations by the author. Mean scores were computed to get the index of acceptability of learning conditions and the index of potential completion of degree requirements based on the profile of the respondents. Analysis of Variance (ANOVA) was used to test if there are significant differences in the index of acceptability of learning conditions and the index of potential completion of degree requirements. To establish whether there is a significant relation between the indices of acceptability and potential completion, the f – test of the ANOVA was also used at 0.05 probability level.

Gagne's theory on Conditions of Learning was the anchor of this research work. His distinction between two types of conditions as internal and external was adhered to by the researcher while this paper was in the process of conceptualization. An aspect of Gagne's internal conditions is motivation. The author sees a possible strong connection between motivation on the one hand, and the graduate students' perception of acceptability of the learning conditions, on the other hand. It is believed that if students perceive that the learning conditions brought about by the interfaces of the administrator, the teachers, and the facilities are favorable to them and their needs, there might be a possibility that this would motivate them to complete their degree requirements and eventually graduate. It was however, discovered through the findings of

this paper, that there is no significant relationship between the indices of acceptability of learning conditions and potential completion of degree requirements as revealed by the result of ANOVA test which yielded that the f-computed value of 0.14 is less than the f-critical value of 4.12 at 0.05 probability level.

Along this vein, it is recommended that further investigations be made relative to other factors that might be affecting the potential completion of degree requirements like socio-economic conditions, and academic performance. Also, it is recommended that the De La Salle University – Dasmariñas College of Education Graduate Studies should continue to maintain its acceptable to highly acceptable learning conditions as shaped by its teachers, administrator, and facilities if it is to keep up with the changing demands of quality graduate education.