The College Environment of De La Salle University - Emilio Aguinaldo College As Perceived By The Teachers And Students And Their Implications To The Institution's Mission Statement

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THESIS ABSTRACT

This study was undertaken to survey by means of the Charles F. Kittering School Climate Profile instrument the College Environment of De La Salle University-Emilio Aguinaldo College As Perceived by Teachers and Students and Their Implications to the Institution's Mission Statement.

Methodology

The Charles F. Kittering School Climate Profile was administered to full-time teachers and junior and senior students of De La Salle University-Emilio Aguinaldo College. The data gathered were tallied and tabulated for statistical treatment.

For the weighted means, values were assigned to the four options from which the respondents were asked to choose: 4 - Almost Always, 3 - Frequently, 2 - Occasionally, and 1 - Almost Never.

The responses to the items were weighted in such a way that a high score would reflect a desirable climate and a low score would reflect an undesirable college environment.

The frequencies and means were used to determine the quantitative average responses in the school climate profile.

T-test for uncorrelated sample was used to determine whether significant differences were present. The minimum level of significance accepted in the study was the 0.5 level of significance.

Problems and Findings

Specifically, the study answered the following problems:

Specific Problem Number 1: What is the state of the actual and ideal college environment of De La Salle University-Emilio Aguinaldo College as perceived by the teachers along the two dimensions of:

a. General Climate Factors, and

b. Climate Determinants?

The teachers perceived the actual college environment along the two dimensions of General Climate Factors and Climate Determinants to be "Generally Favorable" as indicated by their mean score of 3.0. The ideal college environment should be "Extremely

Favorable" as likewise indicated by their mean scores of 3.72.

Specific Problem Number 2: What is the state of the actual and ideal college environment of De La Salle University-Emilio Aguinaldo College as perceived by the students along the two dimensions of:

a. General Climate Factors, and

b. Climate Determinants?

The students perceived the actual college environment along the two dimensions of General Climate Factors and Climate Determinants to be likewise "Generally Favorable", as indicated by their mean score of 2.79. The ideal college environment should be "Extremely Favorable" as was also indicated by their mean score of 3.62.

Specific Problem Number 3: What is the state of the actual and ideal college environment as perceived by both teachers' and students' along the two dimensions of:

a. General Climate Factors, and

b. Climate Determinants?

Teachers and students perceived the college environment as "Generally Favorable", along the two

dimensions of General Climate Factors and Climate Determinants, with a mean score of 2.80. As for the ideal climate, both perceived that it should be "Extremely Favorable", as indicated by its mean score of 3.62.

Specific Problem Number 4: What are the strengths and weaknesses of De La Salle University-Emilio Aguinaldo College as perceived by the teachers along the dimensions of:

a. General Climate Factors, and
b. Climate Determinants?

The teachers' perceptions of the college environment in all eight subscales of the General Climate Factors were described as "Extremely Favorable" and "Generally Favorable", and therefore are strengths. Similarly, all eighteen subscales of Climate Determinants were also described as "Generally Favorable", and therefore were likewise strengths. The teachers did not perceive any weakness at all.

Specific Problem Number 5: What are the strengths and weaknesses of De La Salle University-Emilio Aguinaldo College as perceived by the students

along the dimensions of:

a. General Climate Factors, and

b. Climate Determinants?

Students' perception of the college environment in all the eight subscales of the General Climate Factors were perceived and described as "Generally Favorable", and are therefore strengths. With regards to the eighteen subscales of Climate Determinants, seventeen yielded a "Generally Favorable" rating, also signifying strengths, with the exception of an item in Material Determinants on Adequate Resources, which had a "Moderately Favorable" rating which meant a weakness.

Specific Problem Number 6: What are the common strengths and weaknesses of De La Salle University-Emilio Aguinaldo College as perceived by the teachers and students along the dimensions of:

a. General Climate Factors, and

b. Climate Determinants?

Teachers' and students' perceptions of the college environment were "Generally Favorable". In terms of commonalities, both groups ranked "Respect" and "Caring" to be the highest in all the eight subscales of the General Climate Factors, and are therefore strengths. Under Climate Determinants, the following

commonalities were perceived to be "Generally Favorable" and are likewise strengths. Out of seven subscales of Program Determinants, both had chosen, "Rules Cooperatively Determined". For Process determinants it was "Effective Communication" and "Autonomy with Accountability" which were rated with a "Generally Favorable" mark. Material determinants were perceived to be both strengths as well as weaknesses, "Suitability of School Plant", and "Supportive and Efficient Logistical System" have "Generally Favorable" rating while "Adequate Resources" was perceived to be "Generally Favorable" for teachers and "Moderately Favorable" for students. Considering the favorability of the last subscales, both groups gave a differing rating but still shared a common belief that placing it at the last of all the subscales, would imply a felt need in terms of sufficiency of staff, instructional materials, classroom facilities, and other resources.

Specific Problem Number 7: Is there a significant difference in the perception of teachers between the actual and ideal college environment of De La Salle University-Emilio Aguinaldo College?

There was a very high degree of difference in the perception of teachers' between the actual and ideal

college environment of De La Salle University-Emilio Aguinaldo College as indicated by the overall computed t-value of 4.26574, and compared with the t-tabular of 1.645 at 0.05 level of significance and at 0.01 level of significance with a t-tabular of 1.960.

Specific Problem Number 8: Is there a significant difference in the perception of students between the actual and ideal college environment of De La Salle University-Emilio Aguinaldo College?

There was a very high degree of difference between the perception of students on the actual versus the ideal college environment. This was indicated by an overall t-computed value of 18.4504 as compared to the t-tabular of 1.645 at 0.05 level of significance and 1.960 at 0.01 level of significance, respectively.

Specific Problem Number 9: Are there significant differences in the perceptions of teachers and students regarding:

a. General Climate Factors, and

b. Climate Determinants?

There were significant differences in the perceptions of teachers and students regarding the General Climate Factors and Climate Determinants as

likewise indicated by an overall computed t-value of 1.898413 as compared to the t-tabular of 1.645 at 0.05 level of significance and 1.960 at 0.01 level of significance, respectively.

Specific Problem Number 10: What are the implications of these findings to the institution's mission statement?

A college environment description of "Generally Favorable" to both the General Climate Factors and Climate Determinants clearly implies a positive adherence to the ideals, aspirations, and goals of the Mission Statement.

This also implies that a generally wholesome and stimulating socio-psychological atmosphere exists in De La Salle University-Emilio Aguinaldo College where teachers and students as members of the La Sallian Community have a generally healthy and satisfying interaction with each other.

This further implies that a generally favorable college environment pervades, where opportunity for growth and personal satisfaction is felt by the members of the academic community to a reasonable degree.

Conclusions

On the basis of the findings of this investigation, "The College Environment of De La Salle University-Emilio Aguinaldo College As Perceived by Teachers and Students and Their Implications to the Mission Statement", the following conclusions were drawn:

1. Teachers and students perceived the college environment of De La Salle University-Emilio Aguinaldo College to be overwhelmingly "generally favorable" along the dimensions of General Climate Factors and Climate Determinants.

This indicates that majority of the subscales in the General Climate Factors and Climate Determinants are Perceived to be strengths.

2. The significant differences in the perceptions of teachers and students regarding the General Climate Factors and Climate Determinants tend to show that teachers perceived the college environment more generously as indicated by their relatively high computed t-values. Teachers have also taken and understood the goals and limitations of the school at this point in time of its development.

3. Since the lowest subscales for both groups of respondents was Adequate Resources, there is a felt and strong need of providing sufficient instructional materials, classroom facilities, additional staff members and educators to meet students' necessity in this school.

Implications to the Mission Statement

It was revealed in the findings of this study that the College Environment of De La Salle University-Emilio Aguinaldo College is perceived to be "Generally Favorable."

This implies that a generally wholesome and stimulating socio-psychological atmosphere exists in De La Salle University-Emilio Aguinaldo College where teachers and students as members of the La Sallian Community have a generally healthy and satisfying interaction among themselves.

This further implies that a generally favorable atmosphere pervades, and that an opportunity for growth and personal satisfaction is felt by the members of the academic community to a reasonable degree.

In general, the Mission Statement as the embodiment of the institution's goals, aspirations, and ideals is adhered to and accepted as truly a unifying element, a cornerstone against which the implementators of the institutional policy can measure institutional achievements, and a guiding principle concerning relationships among the members of the academic community.

Recommendations

On the basis of the findings, the following recommendations are given for further study and action:

1. A generally favorable college environment description was an affirmation that the institution is heading in the right directions, but this must also be taken as a greater challenge to advance and achieve the highest goals and aspirations as envisioned in the Mission Statement.

2. School administrators in this institution must discuss with their teachers the weak points perceived in their organization. Group discussions and consultations should be conducted so that faculty will be involved in the search for solutions to the problems which have been exposed by the study.

3. Catholic schools aim to develop all the faculties of man: physical, intellectual, spiritual and social. It is imperative therefore that these aspects of growth must be given equal emphasis in the formulation of school goals. More opportunities to develop critical thinking must be provided to students.

4. Further investigations should be conducted to school offices to find out particular areas of the school climate that are associated with performance. The results may help point out which particular aspects are significantly correlated with low achievement and help formulate and plan necessary remediation or improvement.

5. A follow-up study must be done to focus the research on the environments of the different colleges, comparing perceptions of lower classmen with the upper classmen. Results will lend clarity as to whether each college department does its job efficiently and whether it adheres to the goals, aspirations, and visions of the institution's mission statement.

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