

**Environmental Conditions and Academic Performance
of Second Year Radiologic Technology Students
of DLSU-A, Dasmariñas, Cavite
SY 1994-1995**

A Thesis

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ABSTRACT

Name of Institution: De La Salle University-Aguinaldo

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TITLE: Environmental Conditions and Academic Performance of Second year Radiologic Technology Students of DLSU-A, Dasmariñas, Cavite, SY 1994-1995.

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OBJECTIVES OF THE STUDY:

A. GENERAL:

1. To find the relationship of environmental conditions which includes family situation, socioeconomic status and social condition to the academic performance of 2nd year radiologic technology students of DLSU-A, SY 1994-1995.

B. SPECIFIC:

1. To find the profile of the respondents as to family situation, socioeconomic status and social condition when taken as an entire group and when grouped according to IQ and sex.

2. Find the level of academic performance of the respondents during their second year in college when

taken as an entire group and when grouped according to IQ, sex, and family situation.

3. Find if there are significant differences in the academic performance of the respondents when they are grouped according to IQ, sex, family situation, socioeconomic status and social condition.

SCOPE AND COVERAGE:

This study includes 89 regular 2nd year radiologic technology students of DLSU-A, SY 1994-1995 who are enrolled in 3rd year for SY 1995-1996.

METHODOLOGY:

The descriptive-correlational type of research was used in this study. A questionnaire checklist was used to gather data regarding family situation, socioeconomic status and social condition. IQ was given to assess the IQ level of the respondents. A documentary analysis of the grades obtained by the respondents was the source of their academic performance. Mean, mode, t-test and F-test were the statistical test used in this study.

MAJOR FINDINGS:

1. Out of 89 respondents, 59 or 66.29% belong to intact family, 46 or 51.66% have upper-lower class status, 52 or 58.43% and 50 or 56.18% belong to peaceful and orderly home and community respectively. The rest

of the respondents belong to other types of environmental conditions.

2. Respondents obtained a mean GPA of 2.39 which means good.

3. Respondents who have very satisfactory IQ obtained the highest mean GPA of 3.14 (3.25) or superior. Respondents who have very low IQ obtained the lowest GPA of 1.95 (2.00) or satisfactory.

Male obtained a mean GPA of 2.29 and female obtained a mean GPA of 2.40. Both have good academic performance.

Those who belong to broken family obtained the highest mean GPA of 2.53 which means good.

4. An F-ratio of 5.186 which is lower than the tabular F-ratio of 2.75 at .01 level of significance using 8 and 80 degrees of freedom was obtained when the respondents were grouped according to IQ. The null hypothesis of no difference is therefore not accepted.

Furthermore, in comparing academic performance according to sex, the computed t-ratio of 0.086 is lower than the tabular t-ratio of 2.660 at .01 level of significance using 88 degrees of freedom. Therefore, the null hypothesis of no difference is accepted.

6. In comparing academic performance according to

family situation, the computed F-ratio of .9257 is lower than the tabular F-ratio of 4.88 at .01 level of significance using 2 and 85 degrees of freedom.

For socioeconomic status, a computed F-ratio of .1399 is lower than the tabular F-ratio of 4.04 at .01 level of significance using 3 and 85 degrees of freedom.

For home as a social condition, a computed t-ratio of 1.15 is obtained. This is lower than the tabular t-ratio of 2.660 using 88 degrees of freedom. For community as a social condition, the computed t-ratio of .4587 is also lower than the tabular t-ratio of 2.660 using 88 degrees of freedom.

Since the computed value is lower than the tabular value on all indicators, the null hypothesis that there are no significant differences in the academic performance of the respondents when they are group according to family situation, socioeconomic status and social condition is accepted.

CONCLUSIONS

1. Majority of the respondents belong to intact family, have upper-lower class status and live in peaceful and orderly social condition when taken as an entire group and when grouped according to IQ and sex.

2. The respondents mean GPA is interpreted as

good, and they were homogeneous in terms of academic performance.

3. Respondents with high IQ have high academic performance and those with low IQ have low academic performance. When grouped according to sex, both have a good academic performance.

Respondents who belong to broken family obtained the highest mean GPA.

4. There is a highly significant difference in the academic performance of the respondents when they are grouped according to IQ. On the other hand academic performance does not differ according to sex.

5. Regardless of the environmental condition a person is exposed to, academic performance remains the same.

RECOMMENDATIONS

1. The College of Radiologic Technology may include IQ test in the entrance examination of the incoming freshman students to better predict the academic performance. This is also one way to avoid accepting students who are not qualified for the program.

2. Guidance counsellors may continue helping students who are a product of impoverished environment

by guiding them on how to cope with their situation. In this way students will learn to adjust to their situation and perform better in school.

3. The researcher recommends a similar study but broader in scope. The study may include not only those who are presently in school but also those who dropped out of school. The study may also include the length of time that the students are exposed to such environment.

4. Since the overall academic performance of the respondents are only good, this can still be improved by choosing appropriate methodologies and adjusting teaching technique to the student's need, capacity and ability. This way teachers would be able to relate better to their students.

5. School administrators should try to look into other factors such as curriculum, instructional materials, facilities and equipments, and faculty selection criteria that may affect students' performance in school to be able to address students problem and help them to perform better in order to get higher grades.

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FIGURE

FIGURE

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