

JOHN B. LACSON COLLEGES FOUNDATION (MOLO), INC.

Research Department

Iloilo City

COMMON CAUSES OF FAILURES AMONG CSM STUDENTS

A Thesis Presented to the
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Abstract

This descriptive research determined to determine the common causes of failures among CSM students in terms of home-related, school-related, and teacher-related factors school year 2004-2005 who acquired failures in some CSM subjects. The participants were the 36 CMS student employing purposive sampling method. The questionnaire checklist was used in gathering the data needed for the study. Frequency counts and ranks were employed as descriptive statistics. Results revealed that the most dominant family related causes of failures among students were: low family income rank 1.5; parents' inability to provide financial assistance for school's project, educational trip, and laboratories rank 1.5); education is not given importance by parents (f = 12, rank 3); and

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Research Department

Iloilo City

forced by parents to take the course ($f = 11$, rank 4). On the other hand, the following were the least dominant family related causes of failures among students: lack of proper motivation in the part of parents ($f = 10$, rank 5); no encouragement from the parents ($f = 8$, rank 6); parents are separated ($f = 5$, rank 7); and quality of time spent by parents ($f = 4$, rank 8). Other causes included: temptation of peers ($f = 1$, rank 10.5); always late in attending early morning classes ($f = 1$, rank 10.5); understanding of the lesson ($f = 1$, rank 10.5); and member o illegal organizations ($f = 1$, rank 10.5). The following are the most dominant teacher related causes of failures among students: Students' discrimination ($f = 24$, rank 1.5); negative student-teacher relationship ($f = 24$, rank 1.5); attitude of faculty members towards their students is not encouraging ($f = 23$, rank 3); and unfair giving of grades ($f = 21$, rank 4). The following were the least dominant teacher related causes of failures among students: strategy

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Research Department

Iloilo City

of teaching is poor ($f = 20$, rank 5); proficiency in communication skills is lacking ($f = 12$, rank 6); mastery of the subject matter ($f = 11$, rank 7); maximizing classroom time ($f = 8$, rank 8). Other causes included the following: teacher plays favoritism ($f = 1$, rank 9), and not much attention is given to students' performance ($f = 1$, rank 10). The following were the most dominant school related causes of failures among students: conflict between school activities and schedule of examination ($f = 29$, rank 1); facilities needed to enhance learning (books, computer, and etc.) ($f = 17$, rank 2.5); processing of school payment ($f = 17$, rank 2.5); late payment of tuition fees ($f = 13$, rank 5); while the following were the least dominant school related causes of failures among students: schedule of examination ($f = 13$, rank 5); time allotted for examination ($f = 13$, rank 5); non-durability of school facilities ($f = 12$, rank 7); and non-payment of accounts during examination ($f = 11$, rank 8). The following were other school related

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Research Department

Iloilo City

causes of failures among students: payment for tuition fee is spent by students in other pleasurable activities ($f = 1$, rank 9); and non-availability of other school facilities ($f = 1$, rank 10).