PERCEIVED FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF STUDENTS IN CHEMISTRY 1

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ABSTRACT

Title: PERCEIVED FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF STUDENTS IN CHEMISTRY I

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The study determined the perceived factors that affect the academic performance of students in Chemistry 1. To realize this end, the performance of the students in the knowledge, comprehension, analysis and application were determined. The descriptive, evaluative and inferential methods were utilized in the present study. The 221 first year college Chemistry students of Partido State University were the respondents of the study. The data were gathered through a teacher-made test composed of fifty items and a survey questionnaire. The data were treated statistically using mean, weighted mean standard deviation, rank, percentage technique, t-test and analysis of variance. The findings obtained were: 1) The mean obtained by the students In knowledge was 6.21 where 92 or 41.63 percent of the respondents were above the mean, 35 or 15.84 percent within

the mean and 94 or 42.S3 g»roent were be$ow the mean, and the standard deviation wag 2.28. As to Comprehetsion, the meanwas SIS. WRh this, there were 63 students or 28.Si percent above the mean, 30 or 13.57 pert:eM were •Rhin the mean and 128 or 57.92 perxgnt were the mean.standard deviation was 2.67. In terms of analysis, mean obtained was 3.71, there were 61 cr 27.60 percent who fen above the 43 19.46 percent were within the rrnn while 117 or 52.94 were below the mean and Ü•te

standard deviation was 2.59. As to the application, the mean obtained was 3.5. It was found out that 1254 or 56.56 percent of the responde"b were above the mean, 51 or 23.08 percent fen within be mean while 45 or 20.36 percent were below the rnean and tie <andard deviation was 1.89; (2) It was found out that tie studene were weak in kmwledge, comprehdlsion, analysb and appliczöon in Chemistry I.

The perceived factors that affect the academk performanæ the <udene in Chemistry I were *001 Factors whidi ranked 1 wit) a grand weighted mean of 3.8. This was followed ty fa&rs with a grand weighted mean 3.91 and Community Factors moderately affecting the academic performance wth a vand weighted mean Of 3.30; (4) In

perceived school factors the computed T value was 0.010 which is lower than the tabular T value Of 1.86 at 0.05 level of significance. In perceived teacher factors, the computed F value was 3.40 which is greater than the tabular value Of 2.99 at 0.05 level of significance, while for the perceived community factors, the T value was 6.46 which is greater than the tabular value

4.10 at 0.05 level of significance.

The conclusions drawn were: (1) The academic performance of the college students in Chemistry I in knowledge, comprehension, analysis and application skills were very poor; (2) the identified skills of the students in Chemistry I were all weak; (3) the perceived school and teacher factors were highly affecting the academic performance of the students and perceived community factors were moderately affecting students' academic performance; (4) there is no significant difference on the performance of the studenG along perceived school factors while there are significant differences of the performance on the perceived teacher and community factors.

In order to improve the academic performance of the college students in Chemistry 1 along the various skills, it is recommended that school administration should provide standard school facilities such as laboratory rooms equipped with necessary materials, electricity and water supply; and library with Intemet connection and updated reading materials that would enhance skills and improve the academic performance in general. The existing laboratory facilities should be improved. Likewise, necessary materials and equipments should be provided. There must be faculty and staff development through attending seminars/workshops/conferences in order to develop and utilize instructional methods, strategies and materials.

There should be faculty literacy on the use of Information Communication Technologies (ICT) which can be utilized in teaching to enrich students understanding on the concepts of chemistry.

It should be inculcated to students that how they are performing academically in the present have important bearing in the future especially in their chosen field of work.