

Standardized test and dormitory lodges assignment

[Education](#)



In entering college, many important factors that affect the academic achievement of each student who are living in a dormitory and the advantages of staying in their own house.

In managing a comfortable student life, choosing a place where you will stay is one decision you should think of. While moving out on your own is a big step for most young people, also a learning experience will help them to realize just what it takes to survive in the real world. College life is a time when young adults learn who they really are. College is about living and getting to know you more. It is a time to examine and test new roles, attitudes, beliefs and behaviors. Many students from the province also wants to enjoy the high quality of education has in the city and some of them doesn't have relatives around from where they can stay while studying. College students face many challenges and changes throughout this crucial developmental time. This includes being away from home for the first time, worrying about being able to handle work and homesickness, balancing studying and partying, deciding whether or not to review his lessons. College students, on a daily basis, are forced to contend with such issues about their academic and social lives. A home is a place where the members feel they really belong. It reflects the spirit of friendliness and good will.

It is also a place for happiness and fun. Thus, the role of the parents and the home is vital in the upbringing of children. Living with your family and living all by yourself is like living on two different planets. It will affect every detail of your life, right down to the way you talk, the foods you eat, and how much money you can spend. It will also determine how often your friends visit and how much freedom you have. Living with your parents is similar to living in a <https://assignbuster.com/standardized-test-and-dormitory-lodges-assignment/>

royal palace; you will enjoy the luxuries of an elegant house, clean laundry, and a slightly bigger budget.

While living under the rule of the parents, you will have to leave the house in order to socialize. Living with your family force you to read your notes and do an assignment, because the eyes of your parents always stay with you. Therefore, they will have a higher expectation from your achievements in school. No one said that living in an unknown place, with unknown people and unusual circumstances is easy. Challenging are the experiences in a dormitory which eventually reveals a person's alter ego, develop his grip of survival and tests his personal upbringing in one way or another.

Nevertheless, life in dormitory be considered a real world or another place of compromise, several lessons are learned here that will either make or break a young mind at his time. Having a dormitory, students spend more time in studying and relaxing inside their respective rooms. They have a lot of time reviewing their lessons if they want to, especially if they have examinations. The dormitory becomes a comfortable and friendly “ home away from home. ” Students do their best to provide a family-like atmosphere in dorms. There is close interaction between students and their roommates, building an atmosphere of care and mutual understanding.

Living alone, however, yields much more room for fun. The new freedom comes with a greater responsibility as well especially on the academic achievements of the students. Living alone, you will only prove to them that you can make it out on your own. The researchers have come up an idea to conduct a study in the difference of the achievement level among BS Nursing

students of Our Lady of Fatima University living with family and students stay in dormitory lodges. The researchers aim to know which group performs better in their studies; which group doesn't; or if there is no difference at all.

Hopefully, the result of this study will help the readers in determining which living arrangement can be more beneficial to the students. It can serve as a guide for those students who want to stay in dormitory lodges.

Statement of the Problem The purpose of this study is to find out the achievement level among BS Nursing students of OLFU living with the family and in dormitory lodges. Specifically, it seeks to answer the following questions: 1) What is the demographic profile of BS Nursing students of OLFU living with family and dormitory lodges as to: 1. gender 1. 2 type of residents 1. 3. 1 dormitory residents 1. 3. 2 living with family 2) What is the achievement level of the respondents living with family? 3) What is the achievement level of the respondents living in dormitory lodges? 4) Is there a significant difference in the achievement level of BS nursing students living with family and dormitory lodges? Hypothesis: The hypothesis in this study is: Ho: There is no significant mean score difference in achievement level between living with family and dormitory lodges among BS Nursing students of OLFU.

Ha: There is a significant mean score difference in achievement level between living with family and dormitory lodges among BS Nursing students of OLFU.

Significance of the Study This study seems significantly to serve as a guide for a deeper understanding in the aspect of achievement level among BS Nursing students of Our Lady of Fatima University living with family and students who stay in dormitory lodges. This study aims to show the relevance to college

students who are about to make pertinent decisions in terms of residency, how they achieve a high grades in their academic subjects and allowing them to have a worry-free education.

To the nursing students who could help in recognizing the importance of residency that may affect their academic achievement. The findings will be useful for the nursing students to increase their awareness and provide significant information regarding their achievement level, whether living with family or students stay in dormitory lodges would be beneficial for them. To the parents who are equally pressed to choose between sending their children to school that are far from their respective homes and also to continuously monitor the grades of their children.

To Our Lady of Fatima University and other colleges as well, to provide the students who are living with family and dormitory lodges, a proper guidance and orientation that they need to acquire and achieve for their intellectual capabilities. To the society, promotes the awareness and regulation forming in every student in terms of personal safety and security. Lastly, to the future researchers, to provide them a reference that will be very useful if find this topic interesting as a focus for further studies. Scope and Delimitations

The aim of this study is to provide scientifically based information regarding the achievement level of students living with the family and dormitory lodges. This study is conducted in one hundred Third year BS nursing students at Our Lady of Fatima University which is presently enrolled in first semester for the academic year 2009-2010. For the delimitation, this research is conducted in a three (3) months basis. The respondents are one

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hundred (100) 3rd year nursing students, no second coursers. Those students who are staying with their relatives are not included.

Other benefactors, particularly, attitudes and interpersonal values such as support conformity and recognition that can affect studies will not be included by this research. The researchers choose the respondents for the reason that this level is required to take the Nursing Aptitude Test (NAT) to measure their past and present academic achievement. Chapter 2 REVIEW OF RELATED LITERATURE AND STUDIES The researchers' effort to comply with the study led them to compile relevant and meaningful information that will support their study.

This chapter presents a number of relevant foreign and local related literature and studies that make this study more reliable. Foreign Related Literature David Prince (2006) stated that the State Board for Community and Technical Colleges adopted a System Direction with an overall goal to “raise the knowledge and skills of the state’s residents” by increasing educational attainment across the state. This goal is a substantial challenge for all of higher education, especially for community and technical colleges.

Washington’s community and technical colleges serve a wide range of learning needs from adult literacy for immigrants and K12 drop outs through advanced high school students taking college credit classes. The Student Achievement Initiative is a new performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our

colleges each year, and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students.

It represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes. Clarence Fisher (2004) explained that “Achievement is a tricky thing it covers a lot of ground,”. There is the ‘official’ version of achievement which includes the students ‘mastering’ to the greatest degree possible the curriculum outcomes which have been mandated in the province. This version is narrow and constrained and seems to be focused on very few things—academic knowledge, almost as a door to sort kids out not to help them achieve more.

He stated, “School is not about doing—it is about thinking and learning”. It is about students pursuing a learning agenda that grows out of what we are required to do by the province, but which evolves as we examine the issue as a class to have some personal meaning. In the Kerr School, they took the government curriculum and wrote 56 large units that stress higher-level thinking skills and use of technology. Each class usually progresses through six major units each year.

Several units spanning several grade levels focused on one of the nearby lakes that used to be a tourist attraction but is “falling apart.” In each of the grades, students study one aspect of the lake—its history, for example, or environmental concerns. Bernajean Porter (2004) stated that effective technology uses have been found to increase the ability of students to achieve. If you want higher test scores, focus technology uses on higher

thinking tasks. Almost everyone is aware of the controversy surrounding high stakes standardized testing.

While standardized testing is the primary and sometimes single indicator of success in most schools, the majority of standards – higher order thinking skills and complex tasks – identified as necessary to prepare student for the 21st Century cannot presently be measured on these types of tests.

However, even though raising standardized test scores is not recommended as an explicit goal, emerging evidence is accumulating that students using technology for higher order thinking tasks DO score higher on basic skills tests.

Biernat & Jax (2006) cited in book Student Mobility's Effect on Academic Achievement that children caught in the shuffle, frequent moves into different schools and/or homes can negatively impact academic performance. With poverty and mobility both contributing to the achievement gap—and with poverty being highly correlated with mobility—understanding how these issues jeopardize achievement is critical. Student mobility has a negative impact on educational achievement for students and schools, creating an achievement gap between mobile and non mobile students.

Frequent relocation interrupts regular attendance, continuity of lesson content, and the development of relationships with teachers and peers. In addition, high student mobility has a slowing effect on basic skills acquisition, creating a long-term risk of school failure and dropout. Another risk, because academic records are not always available, is inappropriate

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placement in a new school—placement in programs for the gifted and talented or in remedial classes when neither is appropriate.

Local Related Literature Despabiladeras and Mesias, (2004) cited that in the Philippines, the common people often call dormitories boarding houses. During the earlier period, dormitories are even called “internas” paid for temporary lodging. They also mentioned some of the important considerations for choosing a boarding house. First it is sanitation; the place has to be clean in order to avoid health problems. Second would be safety and security, so that the residents would be safe from any untoward residents.

A boarding house must be conducive to one’s academic schedule and lifestyle. Next is accessibility, every student’s reason for staying in a boarding house is to be near in their school of choice in order to save time. Affordability is an important consideration too, so that it cannot affect the finances of student and their families. They only have limited allowance and they have to budget it wisely. Lastly is convenience, the place should be comfortable to live and the best place to study.

Edmund Rogers (2009) cited in his article that many college students live in a dormitory for at least their freshman year in college. Student housing can be an economical living arrangement for students that provides opportunities to get involved in campus activities and make new friends. For students making the inaugural move away from the comfort and discipline of their parent’s home for the first time, dorm life can also be quite a shocking

lifestyle change. When moving into a dorm room, it is important to pack appropriately for the space you have available.

Dorm room space is usually quite limited, with a few drawers, a small closet space and community bathrooms. Dorm living may require paring down a bit if you are accustomed to a massive wardrobe and ample storage. If your dormitory does have community bathrooms, be prepared with a caddy to transport your shower items to and from the restroom conveniently, as well as a pair of shoes you can wear in the shower. You will also need some type of basket or hamper in which to transport laundry between a common laundry facility and your room.

Collapsible hampers make an excellent choice for living quarters with minimal storage space. To save space, coordinate with your roommate in advance to avoid bringing duplicates of items that you and your roommate can share, such as an iron, microwave or television. Dorm living often involves sharing close living quarters with a roommate, a first for most college freshmen. Having a roommate is just one of the many drastic changes to which college freshmen must adjust in order to make the most of their college experience.

Whether the roommate is a friend or a random pairing, some compromise will likely be necessary in order for each party to get the most from his or her living arrangement. Respecting one another's wishes can be particularly challenging when two roommates operate on different sleep or study schedules. Maintaining a patient and polite tone when expressing your

concerns or making requests of a roommate can go a long way toward creating a living environment in which both parties can thrive.

And remember, if you request that your roommate alter any aspect of his or her behavior to accommodate your lifestyle, you must be willing to do the same for him or her. On the other hand, you do not want your entire year to be affected if you have a roommate with whom you cannot work out your differences. In this case, you may speak with your Resident Advisor about getting a new roommate or transferring to a single inhabitant room. Since an individual dormitory can house hundreds or even thousands of students at once, dorm life offers ample socialization opportunities for students.

Engrossed in their newfound freedom, many freshmen fall prey to the abundant distractions and neglect academics as a result. Adjusting to dorm life and to college in general involves striking a balance between academic responsibilities and having fun. If you fail to focus on your education, your grades can suffer, causing you to lose a scholarship or financial aid, and student loan funds are wasted if you do not earn credits. You may have to make the effort to go to a library or another quiet location to study if the noise levels in your dormitory are too distracting.

While some students love the constant activity in a dorm setting, others dislike it and cannot wait to take the next step. Regardless of which group you fall in, try to appreciate dorm life for what it is—a once in a lifetime opportunity to experience college life to its fullest. Iluster (2004) cited in his article in Manila Bulletin that several problems are being encountered while

living in a dormitory. Some of these are inadequate worker, curfew hours does not fit their class schedule, lights off at night and bad dorms food.

Problems of adjusting with the landlord/ landlady and co-dormers added with the responsibilities of living independently. Gonzalez (2004) cited in his journal titled “ Is it nature or nurture that encourages achievement? ” that the reinforcement and expectations are higher and the environment better for academic achiever in families where learning and knowledge and the attainment of degrees are highly prized. The remedy for better achievement is not racial comparison and the creation of a sub culture in the Filipino family that will praise academic achievement especially in mathematics.

This is the work of generations, a tradition arising from family values nurtured by a culture. Foreign Studies From the research of Gakuin (2005) formulated that first-year students living on campus perform better academically than those who live off campus. Perhaps it's because students living in dorms are closer to the things they need, like the library and the computer labs. Or maybe it's because the meal plan that comes with most dormitories take the pressure off having to store food, giving students more time to study.

Think of all the potential study partners floating around the hallways or energetically high lighting their textbooks in the study lounge. No wonder dorm life for first years is such a good idea. Hattiesburg (2004) cited in his research that “ goal-directed self-imposed delay of gratification” to be essential in emotional intelligence. It means that, one's ability is to focus on the task at hand, despite other competing goals, exemplifies delayed

gratification and task accomplishment. Furthermore, such research suggested that the ability to focus on a particular problem (e. . , solving an algebraic equation) was a direct reflection on one's ability to effectively use their " other mental capacities. " Okpala (2004) stated in his research " Comparative Study of Student Achievement in Traditional Schools and Schools of Choice in North Carolina" that this policy study examined the differences in student achievement scores in reading and mathematics in selected public middle schools of choice and in traditional public middle schools with similar demographics and socioeconomic characteristics in a southeastern school district in North Carolina.

The purpose was to determine whether there were significant differences in academic achievement between students in selected public middle schools of choice and students in traditional public middle schools as measured by the end-of-grade test scores in reading and mathematics. The result from the one-way ANOVA showed that there were significant differences in academic achievement between students in selected public middle schools of choice and students in traditional public middle schools as measured by the end-of-grade tests in reading and mathematics. Kerbow,(2005) cited in his research it clearly indicates the negative effects of student mobility. Forty-one percent of highly mobile students are low achievers, compared with twenty-six percent of stable students.

The more frequently a child changes his/her school, the greater the threat to academic achievement. Furthermore, according to the U. S. Government Accounting Office (2004), children who change schools more than three

times before eighth grade are at least four times more likely to drop out of school. Another study found that successive school changes result in a cumulative academic lag—students who move more than three times in a six-year period can fall one full academic year behind stable students.

Local Studies Marzano (2004) stated from his research the “ What Works in Schools: Translating Research into Action” that educational researchers, educational practitioners, and the public at large have assumed that socioeconomic status (SES) is one of the best predictors of academic achievement. He concluded, “ That a strong relationship exists between all kinds of achievement variables and what has come to be known as socioeconomic status (SES).

He also notes that the belief in the strong relationship between SES and student achievement is so pervasive that it has rarely been questioned. The family characteristic that is the most powerful predictor of school performance is socioeconomic status (SES) the higher the SES of the student’s family, the higher his academic achievement. This relationship has been documented in countless studies and seems to hold no matter what measure of status is used (occupation of principal bread-winner, family income, parents’ education, or some combination of these).

Fontanilla (2007) cited in this studies that high school density like long corridors and small rooms can have negative social and psychological effects on residence particularly because density leads to lack personal control louder noise that are intermittent and uncontrollable has negative effects to as shown in this study that first year students assigned to denser, nosier

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dormitories develop less social support by the end of the first term. These findings argue against present dormitory design, which appears to be more the result of economic expedience.

First year students living on campus perform better academically than those who live off campus. Perhaps it's because students living in dorms are closer to the things that they need, like the library and the computer laboratory. No wonder dorm life is such a good idea. Theodore Coladarci (2004) cited in his, the data reflecting the match between teacher-based assessments of students' achievement levels and an objective measure of student learning. These data are treated as relevant to the validity or accuracy of the judgmental measures.

The paper begins with a discussion of two contexts in which such judgments are relevant: the teacher decision-making and assessment contexts. The second section presents a review of studies in which data are presented on the match between judgments and test scores. Two types of studies are reviewed. The first represents an indirect test of validity in the sense that there is a discrepancy between the judgmental measure (usually a rating of achievement) and the criterion measure (a score on a standardized achievement test).

The second provides a more direct test of validity in that teachers are directly asked to estimate the achievement test performance of their students. On the whole, the results revealed high levels of validity for the teacher-judgment measures. The studies revealed, however, some variability across teachers in accuracy levels and suggested the operation of certain

other moderator variables. The paper concludes with a set of recommendations for future research on the judgments and a set of recommendations for improvements in the teacher-assessment process.

Bernardo (2004) stated in his journal titled (“ Culturally- rooted Beliefs and Learning Exploring the relationship among social actions, achievement goal, and learning strategies of Filipino College students. “) that recent international comparisons of educational achievement revealed significant differences in educational achievement levels of students in different countries. Most educational scholar attempted to explain these differences by referring to difference in educational inputs and processes.

But psychologists who have looked at the phenomenon explained the possibility that socio-cultural factors may be related to the different levels of achievement attained by students from different countries and cultures. For example, soon after the results of the 3rd International Math and Science survey was revealed, Stevenson and Stigler published their extensive research comparing Japanese, Chinese and American learners in terms of a wide range of culturally rooted psychological variable.

These variables include how notion of success and achievement our socialized in children, beliefs on the relative role of ability and effort on academic success, parent’s level of satisfaction and expectation on related to their children’s academic achievement among others. From then on, the cultural dimensions of learning gainer much attention from the psychology research community. Theoretical Framework A theoretical framework is one of the most important parts of a study. Here, theories related to a particular

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study are given emphasis and further explained. Achievement Motivation Theory is contributed by John W.

Atkinson and David McClelland. This theory rests on the belief that most persons want to achieve and experience levels of aspiration. The level of aspiration concept, stresses that people tend to want to succeed at the highest possible level while at the same time avoiding the possibility of failure. The need for achievement is increased when persons experience success. If students experience success their need for achievement will thus be strengthened. However, psychologists have observed that some females in some situations may fear success if it interferes with relationships.

Psychologists have developed the Attribution Theory to explain the factors to which students attribute failure. Low achievers tend to attribute failure to a lack of ability, and success to luck. High achievers, on the other hand, tend to attribute failure to a lack of effort, and success to effort and ability. The following theoretical constructs were abstracted from experimental findings on aspects of Achievement Theory. First, students are motivated to learn and achieve when they perceive that their teachers care about them.

Teachers who care were described as demonstrating democratic interaction styles, developing expectations for student behavior in light of individual differences, modeling a “caring” attitude toward their own work, and providing constructive feedback. Second, students do not seek help if they perceive that their self-worth is threatened, if their cognitive competence is low, and if they perceive little benefit in seeking help. Third, students who

are highly motivated and make use of learning strategies are most likely to achieve.

Different strategies may be more or less important depending on how new the material is to the student. If this is the case, teachers should emphasize domain-specific strategies when introducing a new unit to emphasize strategies that are less domain-specific later in the year, when the information is no longer new. Lastly, students are most likely to cheat if their schools focus on performance and ability as opposed to mastery, if cheating is congruent with their personal beliefs, if their teachers emphasize extrinsic factors, and if there is anxiety and worry associated with schooling.

Conceptual Framework Dormitory Residents BS Nursing Students of Our Lady of Fatima University QC Achievement Level Living with Family High Average Average Low Very Low Figure 1 shows the achievement level as categorize in high average, average, low and very low of BS Nursing students of Our Lady of Fatima University living with family and students stay in dormitory lodges.

Definition of Terms The following definitions are used in this study:

Achievement. Define as similar to accomplishment. In this study, it refers to the skills, knowledge and abilities of the students as measured by Nursing Aptitude Test (NAT).

Analytical Reasoning. It is not only about how quickly you do calculations with numbers but how you understand the problem (or given situation) and come up with solution considering given constraints. Students develop competencies to master their ability to make quick decisions necessary in their personal and professional growth. Applied Sciences. It is the application

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of knowledge from one or more natural scientific fields to solve practical problems. Daily Life Science. It is concern in all about daily human living. It measures how the students' familiar in the human medical sciences.

Dormitory. A facility providing sleeping quarters for a number of persons. It refers to the temporary house where students stay while he or she is studying near to the school. Family. It is a fundamental social group in society typically consisting of one or two parents and their children. It refers to respondents living within one roof. Inorganic Chemistry. It is the branch of chemistry concerned with the properties and behavior of inorganic compounds. Mathematic Skills. Practice the skills of nursing students in any problem solving and dealing with numbers. Organic Chemistry.

It is a discipline within chemistry involves a scientific study of the structure, properties, composition, reactions, and preparation of chemical compounds that contain carbon. In this study, it measures how the respondents familiar in medicines and chemicals. Nursing Aptitude Test (NAT). It is used to measure the past and present academic knowledge of nursing students. It is a tool to measure the achievement level of the respondents. Physics. It is the general analysis of nature, conducted in order to understand how the world and universe behave. Reading Comprehension.

It is a skill separates the “ passive” unskilled reader from the “ active” readers. In this study it is defined as the level of understanding of writing. Students. It is used for anyone who is learning. It refers to the respondents of the study. Vocabulary skills. It is a skill where language uses as knowledge of words. It serves as practice to be familiar on different terms. Chapter 3

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RESEARCH METHODOLOGY This chapter presents the different methods of the research design elaborates the research method use in this study and how the researchers gather data information. **Research Design**

The descriptive- correlation method of research was used in this study since it is concerned with the achievement level of BS Nursing students in Our Lady of Fatima University, Quezon City, who are currently living with family and dormitory lodges. The researchers choose to use the said method, descriptive- correlation study to find out the present state of the respondents achievement level to compare the results of those who are residing in dormitories and to those who are living with family. **Locale and Population of the Study** The study was conducted in Our Lady of Fatima University.

This university consists of three buildings named College of Arts and Sciences (CAS), San Jose Building (SJB) and Vicente Santos Building (VSB) in Lagro, Quezon City. There are two buildings in Regalado, Quezon City coded as NBR and Fatima Eye Rehabilitation. The forte of this university is the medical science field. The respondents are the Our Lady of Fatima University Third year BS nursing students who are living with family and dormitory lodges. The respondents are comprised of one hundred students which are presently enrolled in first semester for the academic year 2009-2010.

The researchers have used Purposive Sampling Technique (Non- Probability) to choose the respondents based on the following criteria: Gender and Type of Residents. **Instrumentation** In order for the researchers to gather important data needed for the completion of the research, the researchers used instruments like survey forms, letters to the respondents noted by the

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adviser and the dean, and Nursing Aptitude Test. The researchers also read articles, previous study, thesis, books in the library related to the study.

The researchers used the Nursing aptitude test to measure the achievement level of the respondents. The said test measures the following criteria: A.

Applied Sciences 1. Physics The multiple choice questionnaire tries to measure your comprehensions for mechanics, measurements, and laws of thermodynamics, acceleration, and momentum. 2. Organic and Inorganic Chemistry You have to take care of the patients with certain medicines and chemicals. You are expected to know basics of solvents, electrons, titration, and periodic table. B. Daly Life Science

You need to learn basics of TCA cycle, ATP, cardiac control, human nervous system, endocrine glands, ECG basics, cardiovascular system, lungs and respiratory effects, thyroid hormones, etc. You are expected to hear and use these basic things about the human medical science for your life long nursing career. C. Vocabulary Skills The nursing career requires you to have correct knowledge of different words. Sometimes, your wrong perception of words can put lives of the patients in severe danger. That's why vocabulary skills are tested with nursing aptitude test. D.

Mathematics Skills Though the nursing aptitude tests include only a portion of math to test your mathematical reasoning but it is still a important to know about real numbers, fractions, trigonometry, area calculations, logarithmic scale etc. E. Reading Comprehension In your nursing career you will have often to read the instructions issued by the doctors during their visits. When you fail to comprehend the simple instructions, you can't help

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the patients in any way. So your reading comprehension is also tested before you qualify for entry level nursing jobs. F.

Analytical Reasoning Your analytical reasoning capability helps you to take quick decisions in emergencies and daily life nursing services. Most of the nursing aptitude tests include this portion understand you before you are selected for a nursing career. **Data Gathering Procedure** The researchers made survey questionnaire and letter for the respondents noted by the adviser and the dean. The researchers requested a copy of Nursing Aptitude Test in the guidance office. From then, the researchers start to administer the test and attached to this was a survey form.

It was indicated that the respondents have to answer whether they are living with their parents or staying in dormitory lodges. After the data collection, the researchers made a tally form based on the total score of all the respondents from the Nursing Aptitude Test. **Statistical Treatment** The data gathered are tallies according to the variables of the study arrive at the right interpretation. The data are statistically treated the following statistical tools were used: 1) Percentage Method- the actual quantity represented by the percent.

This method was used to determine the percentage of the demographic profile and achievement level of the respondents. Formula $\text{Percentage (\%)} = \frac{f}{n} \times 100$ Wherein: f = frequency (total number of respondents) P = percentage n = total number of respondents 2) Mean- arithmetic average is defined as the sum of the values in the data group divided by the number of values.

This was used to determine the highest and lowest scores. Formula: $X = \frac{\sum X}{N}$

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Wherein: \bar{X} = the mean n = number of respondents N = total scores) Z-test-is a statistical test used in inference which determines if the difference between a sample mean and the population mean is large enough to be statistically significant. Inferential statistics or statistical induction comprises the use of Statistics to make Inferences concerning some unknown aspect of a Population In Statistics, a result is called statistically significant if it is unlikely to have occurred by chance. It is used primarily with standardized testing to determine if the test scores of a particular sample of test takers are within or outside of the standard performance of test takers.

Formula: $z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$ Wherein: \bar{x}_1 = sample mean of the scores living with family \bar{x}_2 = sample mean of scores living in dormitory s_1^2 = population variances of scores living with family s_2^2 = population variances of scores living in dormitory n_1 = sample size of the respondents living with family n_2 = sample size of the respondents living in dormitory Chapter 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA This chapter presents, analyses, and interprets the data gathered out of the instruments used in the study presented according to the specific problems. Table 1. 1.

This table presented the percentage distribution according to gender. It shows that the female respondents got the highest percentage of 68%, with a total raw score of 68 which most of the respondents belong to. Then, the male respondents got the lowest percentage of 32%, with a total raw score of 32. The total mean of the frequency is 50. Table 1. 1 Percentage Distributions of the Respondents According to Gender

Gender	Frequency	Percentage (%)
Male	32	32%
Female	68	68%
Total	100	100

Table 1. 2.

This table presented the percentage distribution according to type of residents.

It shows that the respondents living with family and living in dormitory has an equal number and percentage. Table 1. 2 Percentage Distributions of the Respondents According to Type of Residents

Type of Residents	Frequency	Percentage (%)
Living with Family	50	50%
Living in Dormitory	50	50%
Total	100	100

Table 2. This table presented the percentage distributions of the respondents living with family and dormitory. It shows that 2% of the respondents living with family got high average, 4% of the respondents fall in a very low level, 32% of the respondents have an average score, and 62% of the respondents fall in low level.

While, there is no respondents living in dormitory got high average, 8% of the respondents got the very low level, 32% of the respondents fall in average level and 60% Of the respondents got the low level. Table 2

Distributions of Frequency of the Respondents According to Residents Score

Range	Nursing Aptitude Test	Living with Family	Living in Dormitory	Frequency(f)	Percentage (%)
200-151	High average	1	2	0	0
150-101	Average	16	32	16	32
100-51	Low	31	62	30	60
0-0	Very Low	2	4	4	8
Total		50	100	50	100

Table 3. The table shows the mean score of the respondents living with family got 90. 14 while the mean score of the respondents living in dormitory got 87. 02. The computed value of the z-test 0. 46 is less than the critical value which is 1. 96; it means the researchers accept the null hypothesis. Therefore, there is

no significant mean score difference in achievement level between living with family and dormitory lodges among BS Nursing of OLFU. Table 3

Computed Value of Z-test among BS Nursing of OLFU-QC Living with Family and Dormitory Lodges Living with Family(X) | Living in Dormitory(X) |

Computed Value | Critical Value | Comparison | Decision | Interpretation | X = 90.

14 | X = 87.02 | 0.46 | ± 1.96 | Computed value is lesser than the critical

value | Accept the H_0 : Null hypothesis | There is no significant mean score difference in achievement level between living with family and dormitory

lodges among BS Nursing of OLFU. | Chapter 5 SUMMARY, CONCLUSIONS,

RECOMMENDATIONS Summary Student's nowadays are becoming more focused on their studies.

With that, they are also find suitability in terms of dwelling space. Here in the Philippines, oftentimes, the best education is offered in the city and a lot of aspiring individuals tend to grab that chance even if they live in the province. A lot of entrepreneurs took hold this chance and established dormitories near schools for the safety and convenience of students. Some students choose to stay with their family and some are residing in dormitory, they always find a place that is appropriate for their studying so they can do well in their academic subjects.

This study aimed to determine the Achievement Level of Third year BS nursing students of Our Lady of Fatima University-Quezon City who are currently living with family and dormitory lodges. The subjects were taken from Our Lady of Fatima University-Quezon City. The researchers choose a total of one hundred (100) Third year BS nursing students as their subjects.

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Fifty (50) of which are living with family, while fifty (50) of which are living in dormitory. All the selected subjects were presently enrolled in the Academic year 2009-2010.

The research instrument used in the study was Nursing Aptitude Test, a standardized test for the determination of past and present knowledge of Third year BS nursing. The frequency distribution, mean, standard population variances and z-test statistical methods have been used to test the hypothesis. The hypotheses were tested on the 0.05 level of significance. Based on the results of the study, the findings were as follows: 1) The demographic profile of the respondents were: 1. 1. As a result of the study 68% of the respondents are female and 32% of the respondents are male. . 2. As a result of the study 50% of the respondents are living with family and 50% are living in dormitory lodges. 2) Based on the gathered data, the Achievement level of BS nursing student living with family has a mean score 90.14 while the student living in dormitory lodges has a mean score of 87.02. Even though the scores of students living with family were quite higher than the scores who are residing in dormitory, still, they both they both failed as measured by the Nursing Aptitude Test (NAT).) It was found out that there is no significant mean score difference in achievement level between living with family and dormitory lodges among BS Nursing of Our Lady of Fatima University-Quezon City. Conclusion: Based on the findings of the study, the researchers concluded the following: 1) Even though some students are living independently they have the same achievement level to those students who are under the supervision of their parents.) There are many factors to consider that may affect the achievement level of the

students, not only their environment. 3) It has also been founded that living in dormitory are somehow similar to those who are living with family because they can create a comfortable and friendly “ home away from home” 4) Having done this study, the researchers found out the answer to their query and confusion that the Achievement Level of Third year BS nursing student is the same whether they are living with family or in dormitory lodges.

Recommendation: The researcher recommends the following: 1. The students who wish to leave home should not be discouraged by their parents, for it teaches them the value of responsibility and independence. They should be mature enough to handle big responsibilities and must be ready to accept the consequences of whatever actions they did. 2. The parents should motivate their sons and daughters to be responsive enough in their studies. Guidance and support must also give preference to value their education.

They should keep in mind that their children has to grow and has to learn the facts of life in and outside their homes. 3. The administrators must give full support and consideration for the students who need to attain higher grades. They must also play role to be a good educators to their students. 4. And lastly, to the respondents who are currently living with their family and living in dormitory lodges should set a goal for them to achieve. The respondents must exert more efforts to their study habits to attain passing scores prior to their achievement in examination.