

## The Extent of Intro Courses on the Behavior of Freshman Students of DLSU-Dasmaringas, Philippines

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**Abstract:** This study gave the De La Salle University-Dasmaringas, Philippines a thorough look to identify the extent of influence of Intro Courses on the behavior of freshman students SY 1999-2001. There were seven colleges and most of the respondent freshman students were from the College of Business Administration. Taking into account the population of the students based on college courses, more students agree that their behaviors have been influenced by Intro courses.

The criterion variable such as age, sex and academic course were used to determine the behavior of the respondents as influence by taking INTRO courses.

A researcher-constructed questionnaire and structured interview along with occasional qualitative observations were the principal data-gathering techniques used. Content and historical analyses were availed. The salient statistical tools used were frequency count and percentage, arithmetic mean and Analysis of Variance (ANOVA) for the appropriate treatment and arrangement of data consistent with the problem sought to be answered.

Most of the respondent freshman students when grouped as to age and sex were uncertain that INTRO Courses have influenced their behavior. When grouped as to academic course, more agreed that their behaviors have influenced by INTRO Courses. Findings showed that there was significant difference on the extent of influence on the behavior of the respondents when grouped according to academic course with a mean square among group of 4.77 or 90.17% and the mean square within group of .52 or 9.83%. Intro Courses affect the behavior of the freshman students on the basis of future planning and mapping remedial activities to reduce misbehavior as well as lessen offenses in the university.

**Keywords:** Intro courses, La Sallian environment, well-developed personality, Discipline, behavior, influence

### Introduction

The following document is a summary of the findings of research that was conducted towards a funded research based of the DLSU-Dasmaringas, Philippines. This research focuses on the extent of influence that Intro Courses offered by DLSU-Dasmaringas has had on its' students lives subsequent to being freshmen in the university. Intro 01 (Introduction of DLSU-Dasmaringas) is a zero unit course that introduces to freshman students, the DLSU-D facilities-its setting, policies and regulations in order to make their adjustment to college life easier and enable these students to cope with the La Sallian environment. Intro 02 (Career Pathing) is a zero unit course and a continuation of Intro 01 that aim to provide the freshman students to seriously plot their academic courses in a manner that they could maximize success in their chosen career. It enables the students to become aware of their personal characteristics, interest, values strengths and weaknesses. However, it also examines the DLSU-Dasmaringas experience itself in order to try and uncover what aspects of that experience were the most influential. What follows is a summary of the findings of this research. Readers wanting more detailed information about the following findings are invited to consult the DLSU-Dasmaringas University Faculty Research Office which is available in the DLSU-Dasmaringas website and archives.

I would like to take this opportunity to thank the De La Salle University Dasmaringas Community for supporting me in this research. I would especially like to thank the freshman students who made me so welcome at their classes, and gave up some of their precious time to talk to me and answered the questionnaires about their experiences.

### **Methodology**

This research focused on the extent of influence of Intro Courses on the behavior of freshmen students of De La Salle University-Dasmaringas, Philippines. The methodology used in doing the research consisted of a self-made questionnaires and a series of interviews with freshman students. The salient statistical tools used were frequency count and percentage, arithmetic mean and Analysis of Variance (ANOVA) for the appropriate treatment and arrangement of data consistent with the problem sought to be answered.

In early June of 2001, a questionnaire (see Appendix A) was sent out to freshman students of DLSU-Dasmaringas. Of the approximately 617 surveys which were sent out, only 517 were responded. Nevertheless, these responses do provide insight into the extent of influence of Intro Courses on the behavior experiences of 517 freshman students of DLSU-Dasmaringas, thereby giving a broader picture than the interviews alone would have.

This was done in order to minimize the influence the interviewer might have on what was said. The questionnaire and the interviews remain confidential and were conducted in compliance with DLSU-Dasmaringas University's Ethics Guidelines.

### **Differences on the Behavior of students when they are group according to age, sex and academic course**

When grouped according to age, majority of the respondent students ages 17-22 were uncertain that Intro courses influenced their behavior with an average mean of 3.34 compares with other ages ranges from 23-25 that are certain and agreed that Intro courses influenced their behavior (see fig. 1). This implied that the age of the students varies when it comes to their behavior. This is so since the respondent students were adolescents and who were uncertain of themselves and the things around them and they belong to the period of growth and development when their emotions are changeable and unstable. In fact, this is the period when adolescents seem to be defiant of authorities and they have the "tumultuous" feelings and emotions.

When grouped according to sex, out of 517 respondent students, 35.40% were male and 64.60% were female (see fig. 2). The majority of the respondent students were uncertain of their behavior when they took Intro Courses. In general, the respondent students whom I interviewed valued difference and felt that it was important to be open-minded and tolerant of difference unless that culture or opinion was an intolerant one and then it should be challenged. There was a tension in many of the interviews between a sense that some values are universal and a need to respect cultural difference. Most of the values that were cited or implied as being universal, were those emphasized by the DLSU-Dasmaringas such as consideration, tolerance and being open-minded.

The vast majority of respondents (41.78%) according to academic course obtained the mean of 3.42 (see fig. 3) which was interpreted as agreed, believed that Intro courses fulfills its' aims more than on average. Indeed not a single respondent thought that the college completely failed to fulfill its' aims. Furthermore, forty one and seventy eight percent of

respondents felt that they were fulfilling the aims of the College in their lives. Insights into the influence of Intro Courses that the students at DLSU-Dasmariñas had on each other were gleaned from the responses to the question, "Are there differences on the behavior of the respondents when they are grouped according to academic course?". The respondent students valued the other students for the love and support that they had been given. They had been affected through the friendships they had formed in their stay in the university and there were significant difference when grouped according to college courses. This implied that respondent students' courses served as the main factor on the extent of influence of Intro Courses had affected them.

### Conclusions

The most influential aspect of the DLSU Dasmariñas experience is the informal interaction between students of different backgrounds. This research has briefly examined some existing aspects of DLSU-Dasmariñas which enable students to interact with each other informally. The school administrators should strengthen the Intro Modules in terms of its contents and learning activities. Intro faculty should be trained extensively and an office for the Student Development or Student Personnel Services under Office of the Students' Affairs (OSA) is needed to supervise enhancement and implementation of Intro Modules. A student planner should be provided and discussed so that each student can develop his/her study habits and time management and serve as a record for their activities in the university.

Students are also forced to come to an understanding of each other, to practice tolerance and understanding, in order to form the support networks and friendships that they need in order to survive the stress of living busy lives in a diverse, cut off from their homes and the conceptual resources in relation to which they used to identify themselves.

While a certain amount of stress is useful in bringing students together, too much stress is, of course, detrimental to the well-being of the students. Stress could be somewhat alleviated by dealing with the issues (such as homophobia, secularism and the culture of coping) which prevent some students from fully expressing themselves. There is also no reason why students need to deal with the stress completely by themselves, they are still young. Therefore, the formal structures, the policies and programs of the institution of DLSU-Dasmariñas, should be clearly delivered and imparted by the Intro professors in support and contribution to the development of values and discipline among students.

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