

Institutional Environment Difficulties Encountered by Food Technology Students of Capsu Mambusao Campus

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Abstract- This study was conducted last March 2014 at Capiz State University, Poblacion Mambusao Campus to determine the different difficulties encountered by Bachelor of Science in Food Technology and Entrepreneurship students when taken as a whole and when classified according to year level. Respondents were the seventy-one bonafide BSFTE students. Open-ended questions about general environment of the CapSU, Food Technology Department were given and were then classified as physical environment and social/interactive. Data gathered were tabulated, computed and analyzed using frequency count and percentage for the descriptive analysis. Results of the study revealed that the majority of the institutional environment difficulties of students were from the physical environment aspects. First year BS Food Technology and Entrepreneurship students had both the highest physical and social/interactive environment difficulty.

Index Terms- institutional environment difficulties, Food Technology students

I. INTRODUCTION

The impact of institutional environment on students' performance has been the subject of many research studies. The physical environment or the resources provide comfort, security and better understanding of courses hence affecting their learning and ultimate achievement (Engin-Demir 2009 and Wößmann,2003). While social and interactive environment encourages participation and discussion of the students in the course and enhances their creative skills. An interactive environment in which students are appreciated to ask questions, given the freedom to choose tasks, supported for unusual ideas, taught to learn from failures and encouraged to participate in decision making process enhances their creative skills, learning and students' achievement (Amelink, 2005).

Overall instruction at Capiz State University was excellent. Instructions in terms of curriculum and program studies, instructional process, methodologies and learning opportunities and classroom management were all excellent (Marquez, 2015). Since the study of Marquez (2015) was done few years ago, it might be timely to assess the institutional difficulties of Capiz State University Food Technology and Entrepreneurship department students in terms of physical and social/interactive environment when taken as a whole and when classified according to year level after the department was stricken by Super Typhoon Yolanda. This study might provide baseline information for the possible rehabilitation of BSFTE Department

and for the further assessment of institutional environment as it affects instructional process.

II. RESEARCH ELABORATIONS

This study was conducted at Capiz State University, Mambusao Satellite College, Mambusao, Capiz last March 2014. The respondents of the study were the seventy-one proportionately and randomly selected bonafide BSFTE students during the second semester of school year 2013-2014. The research instrument used was in a form of open-ended questions that were given to every students who were allowed to have one answer only to indicate the most institutional difficulty that the respondent have encountered. Their answers were then classified according to two identified types of institutional environment difficulties. Part I elicited information on the name and year level of students. Part II was composed of open-ended questions about the students' problems in the institution. The data gathered were subjected to descriptive analysis such as frequency count and percentage.

III. RESULTS OR FINDINGS

Majority (50 or 70.00%) of the respondents encountered institutional difficulties in terms of physical environment, and the rest (21 or 30.00%) in terms of social or interaction environment.

When classified according to year level, almost majority of the respondents from BSFTE I (60.00%) stated that they have difficulties in the physical environment of BSFTE Department, followed by BSFTE II (26.00%), then by BSFTE III (8%) and BSFTE IV (6.00%). Likewise, BSFTE I had the highest percentage (47.62%) of social/interactive environment difficulties, followed by BSFTE III (23.80%) while BSFTE II and IV students had the least percentage (14.28%) of difficulties encountered in terms of social/interactive environment aspects of the department.

IV. CONCLUSIONS

1. Majority of the institutional environment difficulties of students were from the physical environment aspects.
2. First year BS Food Technology and Entrepreneurship students had both the highest percentage in terms of physical and social/interactive environment difficulty.

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