



Factors Affecting the Academic Performance of the College Students of Ilocos Sur Polytechnic College, Tagudin Campus

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ABSTRACT

This study aimed to assess the factors affecting the academic performance of the college students enrolled at Ilocos Sur Polytechnic State College, Tagudin Campus during the School Year, 2023-2024. Specifically, it sought to answer the following: 1. What is the profile of the students in terms of: a. Gender; b. Highest educational attainment of father; c. Highest educational attainment of mother; d. Occupation of father; e. Occupation of mother; and f. family monthly income 2. What is the level of study habit of the respondents? 3. What is the learning style of the respondents? 4. What is the level of performance of the College in The Contemporary World? 5. Is there significant relationship between the profile of the respondents and the level academic performance along the aforementioned dimensions? 6. Is there significant relationship between the study habits and the level of academic performance of the respondents? 7. Is there significant relationship between the learning style and the level of academic performance of the respondents? 8. What are the factors affecting the academic performance of the respondents? The researcher used a descriptive correlational developmental research design. The second year college students of the different colleges, College of Arts and Sciences, College of Teacher Education, and College of Business Management and Entrepreneurship will be the respondents. The study was conducted among the 257 second year college enrolled at Ilocos Sur Polytechnic State College during the school year 2023-2024. A total enumeration of the students enrolled were used as respondents. Based from the salient findings, the following conclusions are draw: 1. The personal profile of the respondents is a blend of varied characteristics. 2. The respondents do not have commendable academic performance. 3. The respondents have diverse study skills and habits practiced individually by them. 4. The learning styles of the students in the contemporary world is differ from one another but they are a deep thinker in understand new concepts and relating them to their previous experiences. 5. Highest educational attainment of the parents and family monthly income are indispensable in establishing the learning styles of the respondents. 6. The level of performance of the respondents are greatly affected by the highest educational attainment of parents and the family income. 7. The level of performance of the respondents is not influenced by their learning styles. From the findings and conclusions drawn, the following recommendations are hereby offered: 1. It is suggested that the students should be diligent to study and make the failures of parents as challenges to excel in their academics. 2. It is suggested that parents should help their children establish better study skills and habits with closer monitoring and giving assistance to their scholastic activities. 3. The respondents are encouraged to develop their potentials and suited learning styles so as to achieve better academic performance. 4. The parents should do their best in providing the needs of the learners and the essential emotional and economic assistance and guidance should be given to them. 5. Parents and teachers should encourage and assist the learners to adopt and practice their suited learning styles so that they could do better in their academic performance.

Keywords: Factors Affecting the Academic Performance, study skills and habits of the respondents, learning styles,

INTRODUCTION

Academic performance is the outcome of education that extent to which a student, faculty or an institution that has achieved their educational goals. Academic is commonly measured by student's examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Indeed, academic performance can be influenced by several factors that can influence the quality of academic performance, it's either inside nor outside the school, and these several factors included the course factor, study habit factor, learning style factor, teacher factor, and social factor. The learning process needs performance indicators to rank the students and determine the causes of their failure. Identifying, evaluating, tracking and encouraging the progress of students will provide more career choices and job possibilities. Academic performance can be evaluated in a number of ways. The aim of the study is to know the level of study habit, learning style and investigate the different factors affecting the academic performance of college students and enhance the quality education. To achieve this aim, well-structured questionnaires were distributed to second year college students studying in Ilocos Sur Polytechnic State College – Tagudin Campus. The result of the research will contribute in determining academic level of the students among which teaching effectiveness of the concerned faculty is most significant.

Statement of the Problem

This study determined the factors affecting the academic performance of the college students of Ilocos Sur Polytechnic State College Academic Year 2022-2023. Specifically, it seeks to answer the following questions; What is the profile of the students in terms of: a. gender; b. type of school (private or public); What is the level of study habit of the respondents? 3. What is the learning style of the respondents?; What is the level of performance of the College in The Contemporary World?; Is there significant relationship between the profile of the respondents and the level of academic performance along the aforementioned dimensions?; Is there a significant relationship between the study habits and the level of academic performance of the respondents?; Is there significant relationship between the learning style and the level of academic performance of the respondents?; What are the factors affecting the academic performance of the respondents?

METHODOLOGY

Research Design

This study used descriptive-correlational developmental research design. Descriptive research is concerned with the description of data and characteristics about a population. It is used for acquisition of factual, accurate, and systematic data that can be used in averages, frequencies, and similar statistical calculations (Pearson, 2010). The correlational method of research seeks a significant relationship between the profile of the respondents and study habits, learning styles and the level of academic performance of the respondents. In addition, the descriptive research is design as the purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs trends and effect relationship (Calderon, 2005). Here researchers employ it to determine whether social dominance, socialization, social hierarchy, and family relation affect the academic performance of the student. The participants of the study were the first-year students of the Ilocos Sur Polytechnic State College, Tagudin Campus for the academic year 2022-2023. Said respondent will be identified through random sampling.

RESULTS AND DISCUSSIONS

Out of 257 student respondents of the study, there were 202 or 78.60 percent female student while there were 55 or 21.40 percent males. This simply implies that there are more female students than the male students enrolled in the subject The Contemporary World in the S.Y. 2022-2023. It further connotes that the population pattern of the country is dominated by females who have more patience to study their lessons. It was found out that 71 or 27.62 percent of the fathers were high school graduates and 68 or 26.46 percent were vocational/technical graduate; 48 or 18.68 percent of them were college graduates; 45 or 17.60 percent of them were college level; 20 or 7.78 percent were high school level; 3 or 1.17 percent masteral graduates; while 2 or 0.78 percent were elementary graduate. The findings indicate that the fathers are fairly educated but education has been treasured by most of them since they send their children to school with the belief that children who attend school gain knowledge and skills, often a higher level than those who aren't in the classroom, that they can then use these skills to earn higher incomes and build successful lives, they could be employed with stable jobs to support their families. Their education has a significant impact on poverty reduction. Their education has been limited that could be triggered by poverty and the need to help their family to survive. Unlike the present government offering many scholarships and the free education for all especially in the tertiary level mandate offers free tuition fees to college students, this father did not avail. The present findings support that of Guieb (2016) mentioning that the fathers of her learner respondents were high school graduates. Similarly, the findings affirm the findings of Almazan (2013) stating that the learners' fathers are usually high school graduates who did not have further opportunities to study and to finish a college degree due to poverty and lack of scholarship opportunities and grants. On the other hand, seventy-nine or 30.74 percent of the mothers were high school graduates; sixty-nine or 26.85 percent were vocational / technical course graduates; 56 or 21.79 percent college graduates; 40 or 15.56 percent college levels; 8 or 3.11 percent elementary graduates; 3 or 1.17 percent elementary levels; and 2 or 0.78 percent of them are high school levels. The findings imply that the mothers of the students are fairly educated yet, like the fathers, they wanted their children to go to school, learn and to be educated since they believe that if their children have a degree holder, there are big tendency that they can hire in the government and they could have a better employment for the betterment of their future to sustained the needs of their family. Although finishing high school education moreover does not guarantee better work and position in the government employment specifically in a global and competitive market. It could be inferred that parents, suitable to their fair education they are engaged in their works trying to come into their daily needs and they could not have extra enough time to keep track on the learning styles of their children. It was found out that 138 or 53.70 percent of the mothers were unemployed; 67 or 26.07 percent were farmers; 33 or 12.84 percent were government employees; 17 or 6.61 percent were overseas filipino workers (OFW); and 2 or 0.78 percent were municipal/barangay officials. The findings indicate that about a quarter of million mothers with young children have left their jobs due to difficulties with balancing work and childcare. The inability to find a job is a stressful experience for the mother, and not an opportunity within the traditional female role that they were the caretaker for their children. Women were being unemployed have the higher significant risk of poverty. Like the fathers, they wanted their children to be educated for them not to suffered in their future lives. From the data, the study skills and habits along time management was fairly indicated by 3.50 sub-mean. This implies that the students when they decide to study their lessons they can start and go along until they've decided to come to an end. The lowest indicators were they don't have control on their time on online with 2.23 mean value categorized as satisfactory. The findings indicate that the respondents couldn't manage their time properly, they struggle with time management and they were not aware on their goals and what needs to be done and they are not aware to meet the deadlines. It is seen that the study skills and habits of the students along their attitude were fairly done evidenced by 3.91 sub-mean. The highest indicator was "They attended classes" with 4.59 mean rating categorized as always while the lowest indicator was "They were able to study subjects that they don't really like" with 3.31 mean value described as sometimes, students had to study subjects which they do not like, they find the subject boring, they were

not able to concentrate on their studies, and they don't enjoy the subject that they were studying. The findings imply that the students were attended classes regularly due to the correlation between the number of absences a student has and had affect their final course grade, skipping class can be a fast track to poor performance, increased stress and anxiety, got a lower GPA, and even dropping out of school. It is inferred from the results that the students in contemporary world got fair concentration indicated by 3.68 sub-mean which means that they fairly focus in their studies as they easily put themselves on listening attentively in class. The highest indicator was "I listen attentively in class" with 4.00 mean rating while the lowest indicator was "I work 50 minutes and then take a 10 minutes break" with 3.26 mean value categorized as sometimes, explained that they rest for 10 minutes after listening to the discussion before doing the activity or seatwork given by the teacher. The findings imply that the students in contemporary world had a concentration on listening attentively on the class discussion. As they stay in the classroom, it is implied that they have enough focus on the discussion but need to assure that they had enough break before doing their work in the classroom. The table shows that the study skills and habits of the students in the contemporary world along academic stress is fair evidenced by 3.45 sub-mean value. This means that the students in the contemporary world thinking if they will get a passing grade were indicating as the highest indicators with 3.73 mean value described as fair. It is noticeable likewise that they were thinking if they can get passing grades granting students credit for an academic course while the lowest indicator "I am confident delivering class presentation" 3.11 mean rating explained as sometimes. Looking intensively, it means that students taking up the subject contemporary world thinking about their academic performance if they were able to passed the subject or not that could have a big impact along academic stress. It is seen that the exam preparation of the respondents was fairly indicated by 3.44 sub-mean. The highest indicators were "I separate my initial "learning" from my "studying", and "I know what to study for an exam" with 3.57 mean value described also as fair while the lowest indicator was "I adjust my study methods for different courses" with 3.21 mean value categorized as sometimes. The findings imply that the students in the contemporary world can understand, memorize, remember, and recall what they've learned and prepared for their exam, but they have not enough focus on their studies as they are not motivated to learn, as they are not confident on their study methods. It is gauged that the study skills and habits of the respondents that all the indicators were fair on time management, attitude, concentration, academic stress, and exam preparation evidenced by 3.60 over-all mean. The result implies that students in the contemporary world of ISPSC Tagudin are equitable on time management, attitude, concentration, academic stress, and to their exam preparation. Further, above all it implies that the study skills and habits increase the confidence, competence, and self-esteem of the respondents, they can also reduce anxiety about tests and deadlines, and has significantly improved their academic performance. The findings support that the status of male and female students did not differ from each other significantly, in other words, male and female students were at the same level. Oli (2018), Hashemian (2014), and Torabi (2014) also did not find any significant difference between the students' gender and study skills and habits, which can be due to the same educational environment for male and female students. In my view, every student, whether male or female, should be aware of study skills and habits and use them.

Based on the data, 155 or 60.31 percent of their learning style were reflectors were students want lots of breaks to go off, read, and discuss which implies that students in the subject the contemporary world means to be thoughtful or a deep thinker, understand new concepts by relating them to their previous experiences. They might take time to deliberately analyze their thoughts about their experience; students learning best from activities where opportunities observe and consider, strong element of passive involvement such as listening to a speaker or watching a video, time to think before having to act or contribute, can review what was happening, asked to produce reports that carefully analyse a situation or issue, interaction with others without any risks of strong feelings coming to the fore, and can finalise a view without being put under pressure; 44 or 17.12 percent were pragmatists were students wants shortcuts and tips which implies that students want to see how to put their learning into practice in the real world, not interested in abstract concepts but like to see demonstrations of real world, deals with problems and situations by focusing on practical approaches and solutions. Pragmatist also contrasted with the word idealist which often referred to a student who is acting based on high principles and ideals, students were learning best from activities where there is a clear link back to some job-related problem; material is directed towards techniques that make their work easier; able to practice what they have learned, can relate to a successful role model; many opportunities to implement what has been learned; and what is done is practical such as drawing up action plans or trialing techniques or procedures; there were 32 or 12.45 percent of the respondents were activists were students wants practical tasks and very little theory often referred on practices activism, someone who is looking and thinking at the situation, they were students find an issue that is important to them may discover and want to be engaged with it; they learn best from activities where new experiences are emphasized, focus on the present and on doing such activities as games, problem solving, simulations, a lot of action and excitement, can lead and be in the limelight, ideas are generated without any concern about practical constraints, have to respond to a challenge and take risks, and central focus is on team problem-solving; and 26 or 10.12 percent of the respondents were theorists were students want handouts something to take away and study, were they often considered given facts and comes up with a possible explanation, they learn best from activities where, learning forms a part of a conceptual whole, such as a model for a theory, time to explore the interrelationship amongst elements; can explore the theory and methodology underlying the subject under investigation, are intellectually stretched; can analyse situations and then generalise their findings, and asked to understand complex situations. Students were received, processed, and retained knowledge during learning. This indicates that the students learning style like to stand back to ponder experiences and like to observe them from many different perspectives. They were collecting data and prefer analyzing thoroughly and thinking possible angle before they come out to any definite

It could be gleaned that the academic performance of the respondents was good evidenced by 2.32 over-all mean. There were 59 or 22.96 percent of the respondents had 2.50 (82-84) grades categorized as good; 46 or 17.90 percent of them 2.75 (76-78) described as satisfactory; 31 or 12.06 percent got 1.5 (91-93) and 1.75 (88-90) interpreted as very good; 29 or 11.28 percent of them got 2.0 (85-87) defined as very good; 26 or 10.12 percent got 3.0 (75) marked as satisfactory, 2 or 0.78 percent of them got 5.0 (below 74) interpreted as failed; 1 or 0.39 percent got 1.25 (94-96) defined as superior; and 1 or 0.39 percent got 4.0 (72-74) described as conditional. The findings imply that the respondents are practical and sensible students who could difficulty exceed suitable to the assessed poor economic situation that they are in. There are some students who performed not so well but this could be due to insufficient time to study their lessons because they are busy doing their tasks at home especially in the house hold chores or any related to farming. Sometimes, they are assigned by their parents to take good care of their younger siblings, while their parents will go to the farm or any other job that

suitable to their ability to earn money for their family. Because of the tasked given to them, they could hardly read or asses their home works and do the assigned performance tasks at home. They could not fully develop and performed their learning styles due to the many assigned tasks given to them by their parents.

CONCLUSIONS AND RECOMMENDATIONS

Based from the salient findings, the following conclusions are drawn: The personal profile of the respondents is a blend of varied characteristics. The respondents do not have commendable academic performance. The respondents have diverse study skills and habits practiced individually by them. The learning styles of the students in the contemporary world is differ from one another but they are a deep thinker in understand new concepts and relating them to their previous experiences. Highest educational attainment of the parents and family monthly income are indispensable in establishing the learning styles of the respondents. The level of performance of the respondents are greatly affected by the highest educational attainment of parents and the family income. The level of performance of the respondents is not influenced by their learning styles. The following are the recommendations offered based from the findings and conclusions of the investigations. It is suggested that the students should be diligent to study and make the failures of parents as challenges to excel in their academics. It is suggested that parents should help their children establish better study skills and habits with closer monitoring and giving assistance to their scholastic activities. The respondents are encouraged to develop their potentials and suited learning styles so as to achieve better academic performance. The parents should do their best in providing the needs of the learners and the essential emotional and economic assistance and guidance should be given to them. Parents and teachers should encourage and assist the learners to adopt and practice their suited learning styles so that they could do better in their academic performance.

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