

Teaching Strategies, Administrative Support and Assistance in School Assignments as Determinants of Academic Performance of the Students

FELICIANO O. SAPALO, JR.

<http://orcid.org/0000-0002-3963-4129>

feliciano_s@rocketmail.com

Saint Michael College of Caraga

Atupan St., Nasipit, Agusan del Norte, Philippines



ABSTRACT

The study aimed to determine what factors influenced the academic performance of the secondary students of Saint Michael College of Caraga. The study used the descriptive correlational research design with the use of a validated researcher-made instrument in gathering data and administered to the parents, teachers and student respondents. The independent variables considered in this study were two parts. Part I include parental factors as indicated by attendance in school activities, financial support, and assistance in school assignments. Part II includes school factors indicated by teaching strategies, administrative support, and school facilities. The statistical tools employed were the mean, Pearson-r moment correlation, and the step-wise regression analysis. The findings showed that parents' attendance in school activities, financial support for school activities, and school facilities/equipment showed no significant relationship on students' academic performance. Factors about teaching strategies, administrative support and parents' assistance in students' assignments directly determined the academic performance of the students.

KEYWORDS

Education, academic performance, influencing factors, descriptive-correlational research, Agusan del Norte, Philippines, Asia

INTRODUCTION

In an educational institution, the academic performance of student should meet the standard set by the government and the school as a measure of success. As career completion grows fiercer in the working world, the importance of a student doing well in school gets the attention of parents, legislation, and government department alike. Bell (2007) cited some ways of school performance evaluation. It includes written and oral tests, stage presentations, home works, class discussions and other activities.

Various studies were done in this field to determine the factors that influence the learning process. These studies considered the internal and external factors as variables that may influence the student academic performance. A study conducted by Barnard (2004) revealed that the academic performance of the students heavily depends upon the parental involvement in their activities to attain a higher level of quality in academic success. Nihaadh (2010) in her study listed factors that affect the academic performance of students. It includes teacher methodology adopted by teachers in teaching. The style of assessment in the secondary schools, peers, classroom environment and methods used by teachers for disciplining students. On the other hand, Farooq, Chaudry, Shafiq & Bornahu (2010), in their study found the higher level of socioeconomic status of parents as the best indicator contributing towards quality of students' achievement.

In socio-cultural aspects, Umar, Shaib & Aituisi (2010) studied the effects of students' involvement in activities to their academic performance. The study showed excessive sporting activities, involvement in clubs and organizations by students as not having a significant effect on academic performance. Membership in student cults and a romantic relationship have a significant effect.

In the field of the new web education, Erdogan, Bayram, & Deniz (2008) conducted a study on factors that influenced academic achievement and attitude in web-based education. The results of the study indicated that web education have positive effects on the improvement of academic achievement. The effect of web-based education on the attitude towards learning implied the positive effects of web used mainly on motivation for learning and interested in the lessons.

In the case of the Philippines, the quality of education has been declining continuously for about 25 years as observed by the former Education Undersecretary Juan Miguel Luz during a forum. Circumstances in the field of academic activities support the observation of the attributed DepEd official.

In 2009, the International Math Olympiad (IMO) was held in Bremen, Germany. For the world championship mathematical competition for high school students, the Philippines lagged behind among its competitors and ranked 78 among 104 participating countries (IMO Results 2009).

In 2007, the first National Career Assessment Examination (NCAE) was administered to all public and private fourth year students to assess their abilities learned for the past years. The general results indicated a poor academic performance of the students in the entire country. The stakeholders were alarmed due to its implications for the future.

The national scene has an implication in the local situation particularly in Saint Michael College of Caraga. In the 2008 diagnostic test conducted among second-year students by the Center for Educational Measurement (CEM) in the subject of English, Math, and Science, 84% of the students had low average to very poor performance quality index in English and Math. Then, 72% of the students had low average to a very poor performance quality index in Science.

The poor academic performance of the students can be factors that influenced the learning process of students.

Thus, this study assessed the factors that influenced the academic performance of the students to devise intervention measures that would improve the academic performance of the students.

FRAMEWORK

The Social Learning Theory of Albert Bandura (1977) states that people learn from one another by observation, imitating and modeling. This theory explains human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral and environmental influence.

Vygotsky (1978) based on Bandura's theory in his Social Development Theory asserts that social interaction is a fundamental requisite in the process of cognitive development. Vygotsky felt that social learning precedes development. Both theories are said to be complementary. The major thematic thrust is that social interaction plays a fundamental role in the development of cognition. From these theories, the construct for the framework of this study is based.

The independent variables were the factors that affect the performance of the students in terms of parental factors and school factors. The indicators in parental factors were the participation school activities, financial support for school activities, and assistance of parents in school assignments. The school factors were indicated by teaching strategies, administrative support, and school facilities. The dependent variable was the academic performance in terms of grade point average (GPA).

OBJECTIVES OF THE STUDY

The study determined the factors of academic performance of the secondary students of Saint Michael College of Caraga.

METHODOLOGY

The study used the descriptive correlational research design. It described the extent of the factors that affected the academic performance. Best and Khan (1998) cited that descriptive research design is concerned with the present condition by relating it to the past event as they relate to current conditions. The study was also correlational because it determined the relationship between the factors that affected the academic performance of the students.

The respondents of the study were the selected secondary students of Saint Michael College of Caraga, a Catholic diocesan school that offers primary, secondary and collegiate education. It is at the center of the municipality of Nasipit, Agusan del Norte, Philippines.

Out of 606 population in the secondary department, 215 students were randomly selected to participate in this study, 198 from parents and 25 from school administrators and teachers.

A validated researcher-made instrument was designed using the 5-item Likert format. The indicators used in describing the factors were the common practices adopted in the present school situations. The instrument consisted of two parts: Part I was about the information on parental factors and Part II consisted of items on school factors.

For reliability, the instrument was tested by selected parents and teachers of similar school with a similar environment. For the student questionnaire, the reliability test was administered to some selected students of the school and students were excluded in the final testing. Using the Pearson-r Correlation, the

results were analyzed and yielded a high-reliability coefficient of 0.906. Hence, the instrument was valid and reliable.

After permission was granted by the school authorities to conduct the research, the researcher, with the help of the advisers and principal, conducted the distribution of the survey form. .

In the analysis of the data, the following statistical techniques were used: Frequency, Percentage, Mean, Pearson r and Step-wise Regression Analysis

RESULTS AND DISCUSSION

In terms of the academic performance of the respondents as indicated in Grade Point Average (GPA), out of 215 student respondents, 92 or 42.8% had a GPA of 75-79, 74 or 34.8% had a GPA of 80-84 , 46 or 21.4% had a GPA of 85-89 and only 3 or 1.4% had a GPA of 90-94. The main grade was 81 while the mode was 78, and the standard deviation was 4. These showed that majority of the students obtained low grades and did not perform well academically.

Table 1. Test of significant relationship between parental factors and academic performance

| Parental Factors | Academic Performance | | Decision on H0 | Conclusions |
|--|----------------------|---------|----------------|-----------------|
| | r-value | P-value | | |
| Attendance in School Activities | -0.038 | 0.589 | do not reject | not significant |
| Financial Support in School Activities | 0.015 | 0.837 | do not reject | not significant |
| Assistance in School Assignments | 0.113 | 0.112 | do not reject | not significant |

Table 1 shows the significant relationship between the influencing factors and academic performance. The P-value showed greater than 0.05 level of significance; thus the null hypothesis was rejected. This revealed that academic performance of the students was independent of their parents' attendance in school activities, financial support and assistance in school assignments.

Table 2. Test of relationship between the school factors and the academic performance

| Parental Factors | Academic Performance | | Decision on H0 | Conclusions |
|---------------------------------|----------------------|---------|----------------|-----------------|
| | r-value | p-value | | |
| Teaching Strategies | 0.144 | 0.034 | reject | significant |
| Administrative Support | 0.015 | 0.023 | reject | significant |
| School Facilities and Equipment | 0.043 | 0.884 | do not reject | not significant |

Table 2 shows the significant relationship between the teaching strategies and administrative support and the academic performance of the students. The relationship was low but positive as shown by the Pearson-r correlation coefficient. This result about teaching strategies support the findings of Nehaadh (2010) that teachers' methodology adopted by teachers in teaching affect the academic achievement of students in secondary grades. This also implies that varying the teaching strategies of the teachers and with administrative support improved the academic performance of the students. No significant relationship between school facilities and the performance of the students, the P-value was 0.884 which is greater than 0.05. This implies that academic performance of the students was independent of the school facilities and equipment.

Table 3. Regression analysis on the factors that determine the academic performance

| Model | Variables Entered | Sum of Squares | Mean Square | Anova | | Coefficient | |
|--|-----------------------|----------------|-------------|-------|-------|-------------|-------|
| | | | | F | P | Constant | Beta |
| 3 | Teaching Strategies | 277.33 | 92.442 | 7.082 | 0.000 | 77.501 | -1.68 |
| | Admin. Support | 3015.17 | 13.053 | | | | 1.75 |
| | Assist. In Assignment | 3292.49 | | | | | |
| Dependent Variable: ACADEMIC PERFORMANCE | | | | | | | |
| Method: Step-wise Regression | | | | | | | |
| Criteria: Probability of F to enter: | | | | | | | |
| Probability of F to remove: > 0100 | | | | | | | |
| REGRESSION EQUATION: $AP = 77.501 - 1.68TS + 1.75AS + 0.77A$ | | | | | | | |

Table 3 shows the regression analysis using a step-wise method in analyzing the factors that determine the academic performance of the students. The results showed that teaching strategies, administrative support and assistance in school assignments entered into the regression equation under the set criteria of probability of F. The academic performance was then determined by the regression equation: $AP = 77.501TS - 1.68AS + 0.77A$. This implies that teaching strategies (TS), administrative support (AS) and assistance in school assignments (A) directly determined the academic performance (AP) of the students.

CONCLUSIONS

The majority of the students obtained low grades and did not perform well in the academics. The parental factors indicated by the attendance in school activities, parents' financial support in school activities and assistance in school assignments did not affect the academic performance of the students.

The school factors indicated by teaching strategies and administrative support affected the academic performance of the students. However, the school facilities and equipment, in general, did not affect the academic performance of the students.

Finally, this study found that among the factors considered, the teaching strategies, administrative support and assistance in school assignments are the determinants of the academic performance of the students.

LITERATURE CITED

- Bandura, A. (1986). *Social Learning Theory*. General Learning Press. Retrieved from http://www.Learning_theories.com/social_learningtheory.bandura.html on January 15, 2015
- Barnard, W. M. (2004). *Parents' involvement in elementary school and educational attainment*. Children and Youth Services, 26, 39-62.
- Bell, M. H. (2007). *Define academic performance*. Retrieved from http://www.echow.com/about_4740750_define_academicperformance/html on January 20, 2015
- Best, J. W. & Kahn, J. V. (1998). *Research education*. Retrieved on July 27, 2015 from info.oranim.ac.il/oranim2/slbsd/doc/slbsd/doc.exe/slbsd/docload?
- Erdogan, Y., et al. (2008). *Factors that influence academic achievement and attitudes in web-based education*. International Journal of Instruction, Vol. 1, No. 1. Retrieved from www.e-iji.net/dosyalar/iji_2008_1_3.pdf on February 2, 2015
- Farooq, M.S., et al. (2010). *Factors affecting students' quality of academic performance: A case of Secondary level*. Journal of Quality and Technology Management. Vol. 7, No. 2: 01-14. Retrieved from pre-edu-pk/mage/journal/iqtm/pdf-Files/01-Factor.pdf on February 2, 2005
- Mustaq, I., & Khan, S. N. (2012). *Factors affecting students' academic Performance*. Global Journal of Management and Business Research. Vol. 12, Issue 9 Retrieved from http://globaljournals.org/GJM_BR_Vol.12/3 on January 27, 2015
- Nihhaadh, M. (2010). *Teaching methodology: one of the factors affecting academic achievement of secondary grade students*. Retrieved from www.villacollege.edu.mv/iri/images/teaching-methodology.pdf on January 28, 2015
- Umar, S. S., et al. (2010). *The effects of social factors on students' academic performance in Nigerian tertiary institutions*. Retrieved from <http://digitalcommons.unli>

educ/libphilprac/ on February 2, 2015

Vygotsky, L. (1962). *Social Development Theory*. Harvard University Press.
Retrieved from www.instructional design.org/theories/social_development.html on January 20, 2015

50th international mathematical Olympiad results. Retrieved from <https://www.imo-official.org/yearinfo.asp?year=2009> on January 25, 2015