International Journal of Advanced Research in Management and Social Sciences
ISSN: 2278-6236
Impact Factor: 6.284

DYNAMICS AFFECTING THE ACADEMIC PERFORMANCE OF STUDENTS IN THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY

Dr. Chona Pajarillo Agustin*

Abstract: *Students' academic achievement characterizes performance outcomes that indicate the magnitude to which an individual has accomplished specific goals that were the emphasis of undertakings in instructional atmospheres. Institutional systems mostly define intellectual goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (**Steinmayr, R. et al**). The respondents of the study are the Second Year students of the College of Business, Entrepreneurship and Accountancy who are currently enrolled with the different program offerings of the College. Since this study attempted to ascertain the dynamics affecting the academic performance of students, the descriptive correlational method of research was used (Fraenkel and Wallen 1993). The descriptive statistics was used to summarize the profile of the respondents like percentages, frequency counts and mean and in the analysis and interpretation of the perception of the student-respondents as regards to the different dynamics affecting the academic performance of the students, the weighted mean, the chi- square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' perception on student-related dynamics, school related dynamics, teacher-related dynamics and home related dynamics. This modified data gathering tool was patterned from Addun, Jackielyn D. et al (Unpublished thesis, 2008). This undertaking positively identifies the factors that greatly influence students' performance and as teachers and administrators, being the key performers and facilitators of learning, it is therefore imperative for us to enhance our weakness and overcome these shortcomings in order to attain the long battle cry and quest for quality education and producing world class graduates.*

Keywords: *dynamics, school-related, teacher-related, home-related, student-related, Pearson r, academic performance*

*Faculty Member, College of Business, Entrepreneurship and Accountancy, Cagayan State University, Andrews Campus, Caritan, Tuguegarao City, Philippines

INTRODUCTION

Students' academic achievement characterizes performance outcomes that indicate the magnitude to which an individual has accomplished specific goals that were the emphasis of undertakings in instructional atmospheres. Institutional systems mostly define intellectual goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that encompasses different domains of learning. The field of students' academic achievement is very comprehensive and covers an extensive variety of educational outcomes and its description is determined by the indicators used to measure it. (Steinmayr, R et al).

Education is one of the most important aspects of human resource development; hence, poor school performance does not only result in learners having low self-esteem but also causes significant stress to the parents (**Saiduddin**).

Another dimension is brought to the fore by **Harris**, who attributes poor performance of rural secondary pupils to lack of parental support. There is a correlation between parental support in homework activities and the performance of pupils. Students with parental support in homework achieved better than those without parental support even if those without parental support had a higher intelligence quotient.

Adolescents' social interactions and relationships with parents have been related consistently to various aspects of school adjustment, including academic accomplishments (**Feldman &Wentzel, 1990**) motivation and interest (**Ginsberg & Bronstein, 1993**) and social behavior at school (**Dishion, 1990**). Parenting that was the most supportive of adolescent adjustment was characterized by the consistent enforcement of fair standards for behavior, encouragement of bidirectional communication and valuing of adolescents' opinions, expectations for self-reliant and mature behavior, and concern for emotional and physical well-being (**Baumrind, 1991**)

There is increasing recognition among scholars that children's overall adjustment and success at school requires a willingness as well as ability to meet both social and academic challenges (**Hinshaw, 1992; Ladd, 1989; Wentzel, 1991, 1999**). The goals for education held by teachers, school administrators, and society at large also reflect desires for children to develop social and moral competencies as well as intellectual skills (**Wentzel, 1991**)

Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of pro-social behavior. These teacher behaviors are associated with optimal social and emotional class- room climate and desired student outcomes.(**Association for Supervision and Curriculum Development.** 2007**)**

An optimal classroom climate is characterized by low levels of conflict and disruptive behavior, smooth transitions from one type of activity to another, appropriate expressions of emotion, respectful communication and problem solving, strong interest and focus on task, and supportiveness and responsiveness to individual differences and students' needs (**La Paro&Pianta, 2003**). When teachers lack the resources to effectively manage the social and emotional challenges within the particular context of their school and classroom, children show lower levels of on-task behavior and performance (**Marzano, Marzano, & Pickering, 2003**)

Cooper also found that there was a positive correlation between high achievement and quality time spent on home work. On the other hand, **Timothy** found that the amount of instructional time affected learner performance and ignoring this fact results in less informative accountability systems and lost opportunities for learning outcomes. **Vundla** states that the major causes of high failure rate in rural secondary schools include shortage of well trained teachers, inadequate teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of laboratories and libraries, poorly coordinated supervisory activities, interference of the school system by politicians, incessant transfers of teachers, automatic promotion of pupils, and lack of proper classrooms.

The school quality is then defined into two dimensions: the amount of market-valued skills schools impart and how well schools cultivate educational identity model school resources(average class size and teacher supply) and student level curriculum. Public recognize the need for a broad educational agenda to not only improve academic

performance but also to enhance students' social-emotional competence, character, health, and civic engagement (**Metlife, 2002**)

STATEMENT OF THE PROBLEM

This study attempted to ascertain the dynamics affecting the academic performance of the second year students of the College of Business, Entrepreneurship and Accountancy. Specifically, it attempts to answer the following questions:

1. What is the profile of the student-respondents relative to:
   1.1 age
   1.2 gender
   1.3 course enrolled
2. What is the perception of the student-respondents with regard to the following dynamics affecting their academic performance per course and as a whole as to:
   2.1 Student – related dynamics
   2.2 School- related dynamics
   2.3 Teacher- related dynamics
   2.4 Home- related dynamics
3. Is there a significant relationship between the perceptions of the student-respondents on the different dynamics affecting their academic performance when grouped per course and as a whole?
4. Is there is a significant difference in the perceptions of the student-respondents on the different dynamics affecting their academic performance when grouped according to their personal profile?

HYPOTHESES

This study is guided by the following hypotheses:

1. That there is no significant relationship between the perception of the student-respondents on the different dynamics affecting their academic performance when grouped per course and as a whole?
2. That there is no significant difference in the perception of the student-respondents on the different dynamics affecting their academic performance when grouped according to their personal profile.

STATISTICAL TOOLS

The profile of the respondents was analyzed using the simple frequency count and percentage. In the analysis and interpretation of the perception of the employees and administrators as regards to the different dimensions of organizational climate, the weighted mean was used which is calculated by the equation:

$X = \frac{WX}{N}$ where:

X = frequency

WX= weighted mean

N= population

F = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	strongly agree
4	3.40-4.19	agree
3	2.60-3.39	uncertain
2	1.80-2.59	disagree
1	1.00-1.79	strongly disagree

To test any significant relationship of the perceptions of the student-respondents on the different dynamics affecting their academic performance when grouped per course and as a whole, the Pearson r was utilized.

To test any significant difference in the perceptions of the student-respondents on the different dynamics affecting their academic performance when grouped according to their personal profile, the chi-square was utilized.

RESULTS AND DISCUSSIONS

Table 1.1 Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Age

Age	Frequency	Percentage
15-17	143	33.26
18-20	279	64.88
21-24	8	1.86
Total	430	100

Table 1.1 shows the frequency and percentage distribution of the student – respondents' profile relative to age. It shows further that the ages range from 15 years old to 24 years and

the bulk of the respondents with a frequency of 279 or 64.88 percent are aged 18 – 20 years while the least – numbered, 8 or 1.86 percent belong to the age bracket of 21 – 24 years old and still, those who are 15 – 17 years old are 143 in number or 33.26 percent. The mean age is 18.06 years and this implies that majority of the student – respondents are already at the age of majority.

Table 1.2 Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Gender

Sex	Frequency	Percentage
Male	103	23.95
Female	327	76.05
Total	430	100

Table 1.2 shows the frequency and percentage distribution of the student – respondents' profile relative to gender. As shown by the table, the female student – respondents out-numbered the males with the frequencies of 327 and 103 or 76.05 and 23.95 percent respectively or with a ratio of more or less 3:1 which implies that the Bachelor of Science Business Administration courses at CSU are female – dominated.

Table 1.3 Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Course Enrolled

Course Enrolled	Frequency	Percentage
BSBA MM2	94	21.86
BSBA FM2	83	19.30
BS Accounting Tech 2	142	33.02
BS Entrepreneurship 2	111	25.82
Total	430	100

Table 1.3 shows the frequency and percentage distribution of the student – respondents' profile relative to course enrolled. As shown by the table, the highest frequency of 142 or 33.02 percent are students who enrolled in Bachelor of Science in Accounting Technology 2 while the least numbered course with the frequency of 83 or 19.30 percent is Bachelor of Science Business Administration major in Financial Management 2; the second to the highest and to the lowest with the frequencies of 111 and 94 are Bachelor of Science in Entrepreneurship 2 and Bachelor of Science Business Administration major in Marketing Management 2 respectively.

Table 2A.1 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Financial Management 2 Student-Respondents' Perception with Regard to Student-Related Dynamics Affecting Their Academic Performance

	STUDENT-RELATED DYNAMICS	OPTIONS						
		(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1.	Poor health of the student	1		4	60	18	4.13	Agree
2.	Household chores done at home	2	14	23	41	3	3.35	Uncertain
3.	Study habits			6	56	21	4.18	Agree
4.	Absenteeism of student			1	6	76	4.90	Strongly Agree
5.	Academic accomplishments of student		1	9	30	43	4.39	Strongly Agree
6.	Tardiness of student	2	18	17	37	9	3.40	Uncertain
7.	Attitudes of student toward education			7	30	46	4.47	Strongly Agree
8.	Comprehension in the different areas		1	17	46	19	4.00	Agree
9.	Time spent on gadgets/social media		2	4	26	51	4.52	Strongly Agree
Category Mean							**4.15**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Financial Management 2student – respondents' perception regarding the effect of student – related dynamics on their academic performance. As presented in the table, 4out of 9 dynamics got a descriptive scale of "strongly agree", 3 were rated "agree" and the remaining 2 obtained a descriptive equivalent of "uncertain". The highest item mean that range from 4.90 to 4.39 are absenteeism of students, time spent on gadgets/social media, attitudes of student toward education and academic accomplishments of students and this implies that the students strongly agree that these dynamics greatly affect their academic performance while poor health, study habits and comprehension in the learning areas are just secondary and household chores done at home and tardiness of students are being perceived by the respondents to be uncertain , hence as to the effect on their academic performance are not yet sure. The category mean of 4.15 or "agree" implies that the students of Bachelor of Science Business Administration major in Financial Management 2perceived that the student – related dynamics affect their academic performance.

Table 2A.2 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Financial Management 2Student-Respondents' Perception with Regard to School-Related Dynamics Affecting their Academic Performance

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD) 1	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Geographical location of school	3	23	14	30	13	3.32	Uncertain
2. Textbooks		1	7	42	33	4.29	Strongly Agree
3. Classrooms			2	26	55	4.64	Strongly Agree
4. References/materials		1	7	49	26	4.20	Agree
5. Class size	1	18	40	16	8	3.14	Uncertain
Category Mean						**3.92**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Financial Management 2 student – respondents' perception regarding the effect of school – related dynamics on their academic performance. As presented in the table, 2 out of 5 dynamics got a descriptive scale of "strongly agree", 1 item was rated "agree" and the remaining 2 obtained a descriptive equivalent of "uncertain". The highest item mean that range from 4.64 to 4.29 are textbooks and classrooms and this implies that the students strongly agree that these dynamics greatly affect their academic performance while references /materials are secondary considerations and geographical location of the school and class size are being perceived by the respondents to be uncertain, hence as to the effect of said dynamics on their academic performance are not yet sure. The category mean of 3.92 or "agree" implies that the students of Bachelor of Science Business Administration major in Financial Management 2perceive that the school – related dynamics affect their academic performance.

Table 2A.3 Item Mean and Descriptive Scale Distribution of the BSBA FM2 Student-Respondents' Perception with Regard to Teacher-Related Dynamics Affecting Their Academic Performance

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Civil status of teacher	15	41	18	7	2	2.11	Disagree
2. Attitude of teachers towards teaching			7	45	31	4.29	Strongly Agree
3. Absenteeism of teachers				14	69	4.83	Strongly Agree
4. Tardiness of teachers		1	11	29	43	4.41	Strongly Agree
5. Low salary of teachers	4	2	47	29	1	3.25	Uncertain
6. Initiative and resourcefulness of teachers				31	52	4.63	Strongly Agree
7. Rapport between teacher and student	1	1	15	42	24	4.05	Agree
8. Teacher's techniques and strategies in teaching			1	47	35	4.41	Strongly Agree
9. Teaching aides and materials	1	2	38	30	12	3.60	Agree
10. Voice and tones of teachers		1	9	40	33	4.26	Strongly Agree
11. Mastery of the lessons among teachers		1	3	42	37	4.39	Strongly Agree
12. Limited experience and training of teacher		18	45	16	4	3.07	Uncertain
13. Atmosphere of classroom			2	32	49	4.57	Strongly Agree
14. Grooming and personality of the teacher		6	22	42	13	3.75	Agree
Category Mean						**3.97**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Financial Management 2student – respondents' perception regarding the effect of teacher – related dynamics on their academic performance. As presented in the table, 8 out of 14 dynamics got a descriptive scale of "strongly agree", 3 were rated "agree" and the remaining 2 obtained a descriptive equivalent of "uncertain". The highest item mean that range from 4.83 to 4.26 are absenteeism of teachers, initiative and resourcefulness of teachers, atmosphere of classroom, tardiness of teachers, teachers' techniques and strategies in teaching, mastery of the lesson among teachers, attitude of the teachers toward teaching and voice and tone of teachers and this implies that the students strongly agree that these dynamics greatly affect

their academic performance while rapport between teachers and students, grooming and personality of the teacher and tardiness of the teacher are secondary considerations that also affect students' academic performance and low salary of teachers and limited experience and training of teachers are being perceived by the respondents to be uncertain, hence as to the effect on their academic performance, they are not yet sure. The category mean of 3.97 or "agree" implies that the students of Bachelor of Science Business Administration major in Financial Management 2perceive that the teacher – related dynamics affect their academic performance.

Table 2A.4 Item Mean and Descriptive Scale Distribution of the BSBA FM2 Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting their Academic Performance

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Distance of school from home	8	36	12	19	8	2.80	Uncertain
2. Attitude of parents toward education		1	3	50	29	4.29	Strongly Agree
3. Socio-economic status of parents	1	12	24	32	14	3.55	Agree
4. Availability of learning materials at home	1	1	2	59	20	4.16	Agree
5. Family values, customs and traditions	7	40	25	7	4	2.53	Uncertain
6. Parental guidance		1	1	34	47	4.53	Strongly Agree
7. Broken family	2	17	24	21	19	3.46	Agree
8. Single parent	6	30	24	15	8	2.69	Uncertain
9. Environment of the house	2	22	15	29	15	3.40	Uncertain
Category Mean						**3.49**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Financial Management 2student – respondents' perception regarding the effect of home – related dynamics on their academic performance. As presented in the table, 2 out of 9 dynamics got a descriptive scale of "strongly agree", 3 were rated "agree" and the remaining 4 obtained a descriptive equivalent of "uncertain". The highest item mean 4.53 and 4.29 on parents' attitudes toward education and parental guidance respectively and this implies that the students strongly agree that these dynamics greatly affect their academic performance while socio - economic status of parents, availability of learning materials and broken family are being perceived to be secondary factors that may affect the students' academic performance while the other dynamics such

as distance of school from home, family values, customs and traditions, single parent and environment of the house are perceived by the respondents to be uncertain , hence as to the effect on their academic performance are not yet sure. The category mean of 3.49 or "agree" implies that the students of Bachelor of Science Business Administration major in Financial Management 2perceive that the home – related dynamics affect their academic performance.

Table 2B.1 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Marketing Management 2Student-Respondents' Perception with Regard to Student-Related Dynamics Affecting their Academic Performance

	STUDENT-RELATED DYNAMICS	OPTIONS						
		(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1.	Poor health of the student				90	4	4.04	Agree
2.	Household chores done at home	2	38	12	42		3.00	Uncertain
3.	Study habits				76	18	4.19	Agree
4.	Absenteeism of student				8	86	4.91	Strongly Agree
5.	Academic accomplishments of student				20	74	4.79	Strongly Agree
6.	Tardiness of student				48	46	4.49	Strongly Agree
7.	Attitudes of student toward education				0	94	5.00	Strongly Agree
8.	Comprehension in the different areas				26	68	4.72	Strongly Agree
9.	Time spend on gadgets/social media			2	44	48	4.28	Strongly Agree
Category Mean							**4.38**	**Strongly Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Marketing Management 2student – respondents' perception regarding the effect of student – related dynamics on their academic performance. As presented in the table, 6 out of 9 dynamics got a descriptive scale of "strongly agree", 2 were rated "agree" and the remaining factor obtained a descriptive equivalent of "uncertain". The highest item mean that range from 5.00 to 4.28 are absenteeism of students, time spent on gadgets/social media, attitudes of student toward education, academic accomplishments of students, comprehension in the learning areas and tardiness of students and this implies that the students strongly agree that these

dynamics greatly affect their academic performance while poor health and study habits are just secondary and may to a little extent affect the respondents' academic performance while household chores done at home are being perceived by the respondents to be uncertain , hence as to the effect on their academic performance are not yet sure. The category mean of 4.38 or "strongly agree" implies that the students of Bachelor of Science Business Administration major in Marketing Management 2perceive that the student – related dynamics greatly affect their academic performance.

Table 2B.2 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Marketing Management 2 Student-Respondents' Perception with Regard to School-Related Dynamics Affecting their Academic Performance

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Geographical location of school				72	22	4.23	Strongly Agree
2. Textbooks				70	24	4.26	Strongly Agree
3. Classrooms				28	66	4.70	Strongly Agree
4. References/materials				46	48	4.51	Strongly Agree
5. Class size		2	10	62	20	4.06	Agree
Category Mean						**4.35**	**Strongly Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Marketing Management 2student – respondents' perception regarding the effect of school – related dynamics on their academic performance. As presented in the table, 4 out of 5 dynamics got a descriptive scale of "strongly agree", and the remaining item obtained a descriptive equivalent of "agree". The highest item mean that range from 4.70 to 4.23 are textbooks, classrooms references /materials and geographical location of the school and this implies that the students strongly agree that these dynamics greatly affect their academic performance while and class size is being perceived by the respondents to be secondary and may affect the students' performance to a little extent only. The category mean of 4.35 or "strongly agree" implies that the students of Bachelor of Science Business Administration major in Marketing

Management 2perceive that the school – related dynamics greatly affect their academic performance.

Table 2B.3 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Marketing Management 2 Student-Respondents' Perception with Regard to Teacher-Related Dynamics Affecting Their Academic Performance

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Civil status of teacher	60	18	16			1.53	Strongly Disagree
2. Attitude of teachers towards teaching				56	38	4.40	Strongly Agree
3. Absenteeism of teachers					94	5.00	Strongly Agree
4. Tardiness of teachers					94	5.00	Strongly Agree
5. Low salary of teachers			2	54	38	4.38	Strongly Agree
6. Initiative and resourcefulness of teachers			2	76	16	4.15	Agree
7. Rapport between teacher and student			10	74	10	4.15	Agree
8. Teacher's techniques and strategies in teaching				34	60	4.64	Agree
9. Teaching aides and materials		2	30	56	6	3.70	Agree
10. Voice and tones of teachers				8	86	4.91	Agree
11. Mastery of the lessons among teachers				8	86	4.91	Agree
12. Limited experience and training of teacher		2	46	44	2	3.49	Agree
13. Atmosphere of classroom				34	60	4.64	Strongly Agree
14. Grooming and personality of the teacher		2		58	34	4.32	Strongly Agree
Category Mean						**4.23**	**Strongly Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Marketing Management 2student – respondents' perception regarding the effect of teacher – related dynamics on their academic performance. As presented in the table, 6 out of 14 dynamics got a descriptive scale of "strongly agree", 7 were rated "agree" and the remaining item obtained a descriptive equivalent of "strongly disagree". The highest item mean that range from 5.00 to 4.32 are

absenteeism of teachers, atmosphere of classroom, tardiness of teachers, attitude of the teachers toward teaching, grooming and personality of the teacher and low salary of teachers and this implies that the students strongly agree that these dynamics greatly affect their academic performance while rapport between teachers and students, limited teachers' experience and training , initiative and resourcefulness of teachers, teachers' techniques and strategies in teaching, mastery of the lesson among teachers, voice and tone of teachers and teaching aides and materials are being perceived by the respondents to be "agree" which implies that such dynamics affect the students' to some extent while the item on civil status of the teachers was perceived with "strongly disagree" implies that the civil status of the teacher is perceived by the respondents to be not related to the academic performance of the student – respondents. The category mean of 4.23 or "strongly agree" implies that the students of Bachelor of Science Business Administration major in Marketing Management 2perceive that the teacher – related dynamics greatly affect their academic performance.

Table 2B.4 Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration major in Marketing Management 2 Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting Their Academic Performance

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Distance of school from home		4	40	42	8	3.57	Agree
2. Attitude of parents toward education			6	38	50	4.47	Strongly Agree
3. Socio-economic status of parents	2	14	60	8	10	3.11	Uncertain
4. Availability of learning materials at home				56	38	4.40	Strongly Agree
5. Family values, customs and traditions		48	38	8		2.57	Disagree
6. Parental guidance				10	84	4.89	Strongly Agree
7. Broken family	6	32	54	2		2.55	Disagree
8. Single parent	10	44	36	4		2.36	Disagree
9. Environment of the house		10	46	32	6	3.36	Uncertain
Category Mean						**3.48**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration major in Marketing Management 2student – respondents' perception regarding the effect of home – related dynamics on their academic performance. As presented in the table, 3 out of 9 dynamics got a descriptive scale of "strongly agree", 1

was rated "agree", 2 obtained a descriptive rating of "uncertain" and the remaining 3 obtained a descriptive equivalent of "disagree". The highest item mean of 4.89, 4.47 and 4.40 on parental guidance, parents' attitudes toward education and availability of learning materials at home respectively implies that the students strongly agree that these dynamics primarily affect their academic performance whereas distance of school from home is also one factor that slightly affect their academic performance while and socio - economic status of parents and environment of the house are perceived by the respondents to be uncertain , hence as to the effect on their academic performance are not yet sure and still the dynamics such as family values, customs and traditions, single parent and broken family are perceived by the respondents to be not related because said dynamics were rated "disagree". The category mean of 3.48 or "agree" implies that the students of Bachelor of Science Business Administration major in Marketing Management 2perceive that the home – related dynamics affect their academic performance.

Table 2C.1 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accounting Technology 2 Student-Respondents' Perception with Regard to Student-Related Dynamics Affecting Their Academic Performance

STUDENT-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Poor health of the student			23	109	10	3.91	Agree
2. Household chores done at home	12	75	29	23	3	2.51	Disagree
3. Study habits			18	44	80	4.44	Strongly Agree
4. Absenteeism of student			6	27	109	4.72	Strongly Agree
5. Academic accomplishments of student			20	110	12	3.94	Agree
6. Tardiness of student			10	68	64	4.38	Strongly Agree
7. Attitudes of student toward education			6	44	92	4.61	Strongly Agree
8. Comprehension in the different areas		1	3	36	102	4.66	Strongly Agree
9. Time spend on gadgets/social media	2	1	8	46	85	4.97	Strongly Agree
Category Mean						**4.24**	**Strongly Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology 2student – respondents' perception regarding the effect

of student – related dynamics on their academic performance. As presented in the table, 6 out of 9 dynamics got a descriptive scale of "strongly agree", 3 were rated "agree" and the remaining factor obtained a descriptive equivalent of "disagree". The highest item mean that range from 4.97 to 4.38 are absenteeism of students, time spent on gadgets/social media, attitudes of student toward education, comprehension in the learning areas, study habits and tardiness of students and this implies that the students strongly agree that these dynamics greatly affect their academic performance while poor health and academic achievements of students are just secondary and may to a little extent affect the respondents' academic performance while household chores done at home is being perceived by the respondents to be "disagree" , hence said dynamic has no effect on their academic performance. The category mean of 4.24 or "strongly agree" implies that the students of Bachelor of Science in Accounting Technology 2perceive that the student – related dynamics greatly affect their academic performance.

Table 2C.2 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accounting Technology 2 Student-Respondents' Perception with Regard to School-Related Dynamics Affecting Their Academic Performance

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Geographical location of school	34	20	8	46	34	3.18	Uncertain
2. Textbooks			17	75	50	4.94	Strongly Agree
3. Classrooms	10	30	38	35	29	3.51	Agree
4. References/materials		1	3	89	49	4.31	Strongly Agree
5. Class size	30	36	53	16	7	2.54	Disagree
Category Mean						**3.70**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology 2student – respondents' perception regarding the effect of school – related dynamics on their academic performance. As presented in the table, 2 out of 5 dynamics got a descriptive scale of "strongly agree", 1 item was rated "agree" another item got "uncertain" and the remaining item obtained a descriptive equivalent "disagree". The highest item mean of 4.94 and 4.31 are textbooks and references/materials and this implies that the students strongly agree that these dynamics greatly affect their academic performance while classroom is a secondary consideration that may affect students' performance to some extent whereas geographical location of the

school which is being perceived by the respondents to be uncertain , hence as to the effect of said dynamic on their academic performance is not yet sure while class size has no effect at all. The category mean of 3.70 or "agree" implies that the students of Bachelor of Science in Accounting Technology 2perceive that the school – related dynamics affect their academic performance.

Table 2C.3

Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accounting Technology 2 Student-Respondents' Perception with Regard to Teacher-Related Dynamics Affecting Their Academic Performance

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Civil status of teacher	115	19	7	1		1.25	Strongly Disagree
2. Attitude of teachers towards teaching			1	43	98	4.68	Strongly Agree
3. Absenteeism of teachers					142	5.00	Strongly Agree
4. Tardiness of teachers			4	24	114	4.78	Strongly Agree
5. Low salary of teachers		12	108	18	4	3.10	Uncertain
6. Initiative and resourcefulness of teachers				60	82	4.58	Strongly Agree
7. Rapport between teacher and student			12	64	66	4.38	Strongly Agree
8. Teacher's techniques and strategies in teaching		2	4	88	48	4.28	Strongly Agree
9. Teaching aides and materials	4		71	50	17	3.54	Agree
10. Voice and tones of teachers			14	53	75	4.43	Strongly Agree
11. Mastery of the lessons among teachers			10	41	91	4.57	Strongly Agree
12. Limited experience and training of teacher	4	28	47	34	29	3.39	Uncertain
13. Atmosphere of classroom	4	26	24	45	43	3.68	Agree
14. Grooming and personality of the teacher	20	25	29	27	41	3.31	Uncertain
Category Mean						**3.93**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology 2student – respondents' perception regarding the effect of teacher – related dynamics on their academic performance. As presented in the table, 8

out of 14 dynamics got a descriptive scale of "strongly agree", 2 were rated "agree", 3 got "uncertain" and the remaining item obtained a descriptive equivalent of "strongly disagree. The highest item mean that range from 5.00 to 4.28 are absenteeism of teachers, tardiness of teachers, attitude of the teachers toward teaching, rapport between teachers and students, initiative and resourcefulness of teachers, teachers' techniques and strategies in teaching, mastery of the lesson among teachers and voice and tone of teachers and this implies that the students strongly agree that these dynamics greatly affect their academic performance while teaching aides and materials and atmosphere of the class are being perceived by the respondents to be "agree" which implies that such dynamics affect the students' performance to some extent while the items on low salary of teachers, limited experience and training of teachers and grooming and personality of the teacher were rated "uncertain" which implies that said dynamics are not sure to affect their academic performance or not whereas civil status of the teachers which was perceived as "strongly disagree" implies that the civil status of the teacher is perceived by the respondents to be not related to the academic performance of the student – respondents. The category mean of 3.93 or "agree" implies that the students of Bachelor of Science in Accounting Technology 2 perceive that the teacher – related dynamics affect their academic performance.

Table 2C.4 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accounting Technology 2 Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting Their Academic Performance

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
1. Distance of school from home			54	70	18	3.75	Agree
Attitude of parents toward **education**			22	66	54	4.22	Strongly Agree
2. Socio-economic status of parents			18	99	25	4.05	Agree
3. Availability of learning materials at home		3	22	90	27	3.99	Agree
4. Family values, customs and traditions			84	58		3.41	Agree
5. Parental guidance				66	76	4.34	Strongly Agree
6. Broken family		7	78	39	18	3.48	Agree
7. Single parent			96	34	12	3.41	Agree
8. Environment of the house				96	46	4.32	Strongly Agree
Category Mean						**3.89**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology 2student – respondents' perception regarding the effect of home – related dynamics on their academic performance. As presented in the table, 3 out of 9 dynamics got a descriptive scale of "strongly agree" while the remaining dynamics obtained a descriptive rating of "agree". The highest item mean of 4.34 , 4.32 and 4.22 on parental guidance, atmosphere of the house and parents' attitudes toward education respectively implies that the students strongly agree that these dynamics primarily affect their academic performance whereas distance of school from home, socio - economic status of parents, distance of school from home, availability of learning materials at home, family values, customs and traditions, broken family and single parent are perceived by the respondents to be agree , hence, having a slight effect on their academic performance . The category mean of 3.89 or "agree" implies that the students of Bachelor of Science in Accounting Technology 2 perceive that the home – related dynamics affect their academic performance.

Table 2D.1 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship 2 Student-Respondents' Perception with Regard to Student-Related Dynamics Affecting their Academic Performance

STUDENT-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Poor health of the student			6	99	6	4.00	Agree
2. Household chores done at home		45	48	15	3	2.78	Uncertain
3. Study habits	3		54	39	15	3.57	Agree
4. Absenteeism of student				54	57	4.51	Strongly Agree
5. Academic accomplishments of student			75	36		3.32	Uncertain
6. Tardiness of student		9	36	57	9	3.86	Agree
7. Attitudes of student toward education			3	84	24	4.19	Agree
8. Comprehension in the different areas				18	93	4.84	Strongly Agree
9. Time spend on gadgets/social media		4		29	78	4.63	Strongly Agree
Category Mean						**3.97**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship 2 student – respondents' perception regarding the effect of student – related dynamics on their academic performance. As presented in the table, 4 out

of 9 dynamics got a descriptive scale of "agree", 3 were rated "strongly agree" and the remaining factors obtained a descriptive equivalent of "uncertain". The highest item mean that range from 4.84 to 4.51 are comprehension in the different areas, time spent on gadgets/social media, and absenteeism of students, and this implies that the students strongly agree that these dynamics greatly affect their academic performance while poor health, study habits, tardiness and attitudes toward education are just secondary and may to a little extent affect the respondents' academic performance while household chores done at home and academic accomplishments of students are being perceived by the respondents to be "uncertain" , hence said dynamics are not sure to affect their academic performance. The category mean of 3.97 or "agree" implies that the students of Bachelor of Science in Entrepreneurship 2perceive that the student – related dynamics affect their academic performance.

Table 2D.2 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship 2 Student-Respondents' Perception with Regard to School-Related Dynamics Affecting their Academic Performance

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Geographical location of school			45	54	12	3.70	Agree
2. Textbooks			12	81	18	4.05	Agree
3. Classrooms			18	72	21	4.03	Agree
4. References/materials			30	60	21	3.92	Agree
5. Class size	3		69	21	18	3.46	Agree
Category Mean						**3.83**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship 2student – respondents' perception regarding the effect of school – related dynamics on their academic performance. As presented in the table, all of the 5 dynamics got a descriptive scale of "agree" with item mean that range from 4.05-3.46 and this implies that the students agree that the given dynamics affect their academic performance. The category mean of 3.83 or "agree" implies that the students of Bachelor of Science in Entrepreneurship 2perceive that the school – related dynamics affect their academic performance.

Table 2D.3 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship 2 Student-Respondents' Perception with Regard to Teacher-Related Dynamics Affecting their Academic Performance

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A)4	(SA) 5	Item Mean	Descriptive Scale
1. Civil status of teacher	66	21	18	6		1.68	Strongly Disagree
2. Attitude of teachers towards teaching			30	63	18	3.89	Agree
3. Absenteeism of teachers			3		108	4.95	Strongly Agree
4. Tardiness of teachers					111	5.00	Strongly Agree
5. Low salary of teachers			60	36	15	3.60	Agree
6. Initiative and resourcefulness of teachers				72	39	4.35	Strongly Agree
7. Rapport between teacher and student				54	57	4.51	Strongly Agree
8. Teacher's techniques and strategies in teaching				42	69	4.62	Strongly Agree
9. Teaching aides and materials				60	51	4.46	Strongly Agree
10. Voice and tones of teachers				6	105	4.95	Strongly Agree
11. Mastery of the lessons among teachers				51	60	4.54	Strongly Agree
12. Limited experience and training of teacher			9	36	66	4.51	Strongly Agree
13. Atmosphere of classroom				21	90	4.81	Strongly Agree
14. Grooming and personality of the teacher				57	54	4.49	Strongly Agree
Category Mean						**4.31**	**Strongly Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship 2student – respondents' perception regarding the effect of teacher – related dynamics on their academic performance. As presented in the table, 11 out of 14 dynamics got a descriptive scale of "strongly agree", 2 were rated "agree", and the remaining item obtained a descriptive equivalent of "strongly disagree". The highest item mean that range from 5.00 to 4.35 are tardiness of teachers, absenteeism of teachers, voice and tone of teachers, teachers' techniques and strategies in teaching, atmosphere of the

class, mastery of the lesson among teachers, teaching aides and materials, limited experience and training of teachers, rapport between teachers and students, grooming and personality of the teacher, and, initiative and resourcefulness of teachers. This implies that the students strongly agree that these dynamics greatly affect their academic performance while attitude of teachers towards teaching and low salary of teachers are being perceived by the respondents to be "agree" which implies that such dynamics affect the students' performance to some extent while the item civil status of the teachers was perceived as "strongly disagree" and this implies that the civil status of the teacher is perceived by the respondents to be not related to the academic performance of the student – respondents. The category mean of 4.31 or "strongly agree" implies that the students of Bachelor of Science in Entrepreneurship 2perceive that the teacher – related dynamics greatly affect their academic performance.

Table 2D.4 Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship 2 Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting their Academic Performance

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A) 4	(SA) 5	Item Mean	Descriptive Scale
1. Distance of school from home		6	18	69	18	3.89	Agree
2. Attitude of parents toward education				18	93	4.84	Strongly Agree
3. Socio-economic status of parents			6	42	63	4.51	Strongly Agree
4. Availability of learning materials at home				33	78	4.70	Strongly Agree
5. Family values, customs and traditions		3	45	54	9	3.62	Agree
6. Parental guidance				12	99	4.89	Strongly Agree
7. Broken family	3	18	60	6	24	3.27	Uncertain
8. Single parent	6	44	42	9	10	2.76	Uncertain
9. Environment of the house	6	18	33	45	9	3.30	Uncertain
Category Mean						**3.98**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship 2student – respondents' perception regarding the effect of home – related dynamics on their academic performance. As presented in the table, 4 out of 9 dynamics got a descriptive scale of "strongly agree", 3 were rated as "uncertain" and the remaining 2 were rated as "agree". The highest item mean of 4.89, 4.84, 4.70 and 4.51

on parental guidance, attitudes of parents toward education, availability of learning materials at home and socio-economic status of parents respectively imply that the students strongly agree that these dynamics primarily affect their academic performance whereas environment of the house, broken family and single parent are not sure to affect their academic performance. Distance of school from home and family values, customs and traditions are perceived by the respondents to be agree, hence, having a slight effect on their academic performance. The category mean of 3.98 or "agree" implies that the students of Bachelor of Science in Entrepreneurship 2 perceive that the home – related dynamics affect their academic performance.

Table 2E.1 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception as a Whole with Regard to Student-Related Dynamics Affecting their Academic Performance

STUDENT-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A)4	(SA) 5	Item Mean	Descriptive Scale
1. Poor health of the student	1	0	33	358	38	4.00	Agree
2. Household chores done at home	14	172	112	121	9	2.44	Disagree
3. Study habits	3	0	78	215	134	4.09	Agree
4. Absenteeism of student	0	0	7	95	338	4.86	Strongly Agree
5. Academic accomplishments of student	0	1	104	196	129	4.05	Agree
6. Tardiness of student	2	27	63	210	128	4.01	Agree
7. Attitudes of student toward education	0	2	16	161	256	4.47	Strongly Agree
8. Comprehension in the different areas	0	7	20	126	282	4.60	Strongly Agree
9. Time spend on gadgets/social media	0	33	14	145	262	4.51	Strongly Agree
Category Mean						**4.11**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the student – respondents' perception as a whole regarding the effect of student – related dynamics on their academic performance. As presented in the table, 4 out of 9 dynamics got a descriptive scale of "strongly agree", another 4 were rated "agree" and the remaining factor obtained a descriptive equivalent of "disagree". The highest item mean that range from 4.86 to 4.47 are absenteeism of students, comprehension in the different areas, time spent on gadgets/social media, and attitudes toward education and this implies that the students

strongly agree that these dynamics greatly affect their academic performance while study habits, academic accomplishments of students, , tardiness and poor health are just secondary and may to a little extent affect the respondents' academic performance while household chores done at home is being perceived by the respondents to be "disagree" , hence said dynamics does not affect their academic performance. The category mean of 4.11 or "agree" implies that the students as a whole perceive that the student – related dynamics affect their academic performance.

Table 2E.2 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception as a Whole with Regard to School-Related Dynamics Affecting their Academic Performance

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A)4	(SA) 5	Item Mean	Descriptive Scale
1. Geographical location of school	37	43	67	198	81	3.54	Agree
2. Textbooks	0	1	36	268	125	4.20	Strongly Agree
3. Classrooms	0	30	58	161	171	4.03	Agree
4. References/materials	0	2	40	244	144	4.23	Strongly Agree
5. Class size	34	56	172	115	53	3.23	Uncertain
Category Mean						**3.85**	**Agree**

The table presents the frequency, item mean and descriptive distribution of student – respondents' perception as a whole regarding the effect of school – related dynamics on their academic performance. As presented in the table, 2 out of 5 dynamics got a descriptive scale of "strongly agree", 2 items were rated as "agree" and the remaining item got "uncertain". The highest item mean of 4.23 and 4.20 are textbooks and references/materials and this implies that the students strongly agree that these dynamics greatly affect their academic performance while classrooms and geographical location of the school are secondary considerations that may affect students' performance to some extent whereas class size is being perceived by the respondents to be uncertain , the effect of said dynamics on their academic performance is not yet sure The category mean of 3.85 or "agree" implies that the students as a whole perceive that the school – related dynamics affect their academic performance.

Table 2E.3 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception as a Whole with Regard to Teacher-Related Dynamics Affecting their Academic Performance

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A)4	(SA) 5	Item Mean	Descriptive Scale
1. Civil status of teacher	256	90	59	14	2	1.58	Strongly Disagree
2. Attitude of teachers towards teaching	0	0	38	207	185	4.34	Strongly Agree
3. Absenteeism of teachers	0	0	3	14	313	3.79	Agree
4. Tardiness of teachers	0	1	15	53	362	4.74	Strongly Agree
5. Low salary of teachers	4	14	217	133	58	3.50	Agree
6. Initiative and resourcefulness of teachers	0	0	2	239	189	4.42	Strongly Agree
7. Rapport between teacher and student	1	1	37	234	157	4.04	Agree
8. Teacher's techniques and strategies in teaching	0	2	45	211	212	4.75	Strongly Agree
9. Teaching aides and materials	5	4	139	196	86	3.82	Agree
10. Voice and tones of teachers	0	1	23	107	299	4.64	Strongly Agree
11. Mastery of the lessons among teachers	0	1	13	142	274	4.61	Strongly Agree
12. Limited experience and training of teacher	4	48	147	130	101	3.64	Agree
13. Atmosphere of classroom	4	26	26	132	242	4.35	Strongly Agree
14. Grooming and personality of the teacher	20	33	51	184	142	3.92	Agree
Category Mean						**4.01**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the student – respondents' perception as a whole regarding the effect of teacher – related dynamics on their academic performance. As presented in the table, 7 out of 14 dynamics got a descriptive scale of "strongly agree", 6 were rated "agree", and the remaining item obtained a descriptive equivalent of "strongly disagree". The highest item mean that range from 4.75 to 4.34 are teachers' techniques and strategies in teaching, attitude of teachers towards teaching, tardiness of teachers, initiative and resourcefulness of teachers, voice and tone of teachers, mastery of the lesson among teachers and atmosphere of the class. This implies that the students strongly agree that these dynamics greatly affect their academic

performance while absenteeism of teachers, rapport between teachers and students, low salary of teachers, teaching aides and materials, limited experience and training of teachers, and grooming and personality of the teachers are being perceived by the respondents to be "agree" which implies that such dynamics affect the students' performance to some extent while the item civil status of the teachers was perceived as "strongly disagree" and this implies that the civil status of the teacher is perceived by the respondents to be not related to the academic performance of the student – respondents. The category mean of 4.01 or "agree" implies that the students as a whole perceive that the teacher – related dynamics affect their academic performance.

Table 2E.4 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception as a Whole with Regard to Home-Related Dynamics Affecting their Academic Performance

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)I	(D) 2	(U) 3	(A)4	(SA) 5	Item Mean	Descriptive Scale
1. Distance of school from home	8	46	124	200	52	3.48	Agree
2. Attitude of parents toward education	0	1	31	172	226	4.45	Strongly Agree
3. Socio-economic status of parents	3	26	108	181	112	3.87	Agree
4. Availability of learning materials at home	1	4	24	238	113	3.37	Uncertain
5. Family values, customs and traditions	7	91	192	135	13	3.00	Uncertain
6. Parental guidance	0	1	1	122	306	4.70	Strongly Agree
7. Broken family	11	70	216	68	61	3.20	Uncertain
8. Single parent	22	118	198	62	30	2.91	Uncertain
9. Environment of the house	8	50	94	202	76	3.67	Agree
Category Mean						**3.63**	**Agree**

The table presents the frequency, item mean and descriptive distribution of the student – respondents' perception as a whole regarding the effect of home – related dynamics on their academic performance. As presented in the table, 4 out of 9 dynamics got a descriptive scale of "uncertain", 3 were rated as "agree" and the remaining 2 were rated as "strongly agree". The highest item mean of 4.70 and 4.45 on parental guidance and attitudes of parents toward education imply that the students strongly agree that these dynamics primarily affect their academic performance whereas socio-economic status of

parents, environment of the house and distance of school from home are perceived by the respondents to be agree, hence, having a slight effect on their academic performance. Availability of learning materials at home, family values, customs and traditions, broken family and single parent are not sure to affect their academic performance. The category mean of 3.63 or "agree" implies that the students as a whole perceive that the home – related dynamics affect their academic performance.

Table 3 Test of Significant Relationship between the Perceptions of the Student-Respondents on the Different Dynamics Affecting Their Academic Performance when Grouped According to Course

Dynamics	BSBA FM 2	BSBA MM 2	Accounting Tech 2	Entrep 2	As a Whole
Student-Related	4.15	4.38	4.24	3.97	4.11
School-Related	3.92	4.35	3.70	3.83	3.85
Teacher-Related	3.97	4.23	3.93	4.31	4.01
Home -Related	3.49	3.48	3.89	3.98	3.63
Over-all Category Mean	3.88	4.11	3.94	4.02	3.90

r_c= .967 r_t = .878 Decision: Reject Ho

The table presents the results on the test of significant relationship between the perceptions of the student-respondents on the different dynamics affecting their academic performance when grouped according to course and as a whole. As revealed by the table, the value of Pearson r suggests that the hypothesis is rejected, hence, no significant relationship between the perceptions of the student - respondents on the different dynamics affecting their academic performance exists when they were grouped per course and as a whole exists which implies that their perceptions are being affected by the course that they enroll.

Table 4.1 Test for Significant Difference in the Perceptions of the Student-Respondents on the Different Dynamics Affecting Their Academic Performance when Grouped According to Age

	Perception					
Age	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
15-17	3	10	32	49	49	143
18-20	7	18	40	129	85	279
21-24	1	1	1	4	1	8
Total	11	29	73	172	145	430

X^2_c = 206.20 df= 8 P= 3.152E-14 Decision= Reject Ho

The table presents the results on the test of significant difference in the perceptions of the student - respondents on the different dynamics affecting their academic performance. As presented above, the values of the chi – square suggest that the null hypothesis which states " There is no significant difference in the perceptions of the student – respondents on the different dynamics affecting their academic performance when grouped according to age" is rejected which implies that the student respondents significantly differ in their perceptions on the effect of dynamics to their academic performance; that the respondents who belong to the different age brackets are not unanimous in their perceptions on the different dynamics which affect their academic performances.

Table 4.2 Test for Significant Difference in the Perceptions of the Student-Respondents on the Different Dynamics Affecting Their Academic Performance when Grouped According to Gender

Gender	Perception					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Male	6	9	14	54	20	103
Female	5	20	59	118	125	327
Total	11	29	73	172	145	430

X^2_c = 20.81 df= 4 P= .0003 Decision: Reject Ho

The table presents the results on the test of significant difference in the perceptions of the student - respondents on the different dynamics affecting their academic performance. As presented above, the values of the chi – square suggest that the null hypothesis which states " There is no significant difference in the perceptions of the student – respondents on the different dynamics affecting their academic performance when grouped according to gender" is rejected which implies that the student respondents significantly differ in their perceptions on the effect of dynamics to their academic performance; that the respondents who belong to the different genders are not unanimous in their perceptions on the different dynamics which affect their academic performances.

Table 4.3 Test for Significant Difference in the Perceptions of the Student-Respondents on the Different Dynamics Affecting Their Academic Performance when Grouped According to Course Enrolled

	Perception					
Course Enrolled	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
BSBA FM 2	2	9	14	34	24	83
BSBA MM 2	1	6	11	36	40	94
BS Accounting Tech 2	7	9	26	56	44	142
BS Entrep 2	1	5	22	46	37	111
Total	11	29	73	172	145	430

X^2_c =13.52 df= 12 P= .3321 Decision= Accept Ho

The table presents the results on the test of significant difference in the perceptions of the student - respondents on the different dynamics affecting their academic performance. As presented above, the values of the chi – square suggest that the null hypothesis which states " There is no significant difference in the perceptions of the student – respondents on the different dynamics affecting their academic performance when grouped according to course enrolled" is accepted which implies that the student respondents do not differ in their perceptions on the effect of dynamics to their academic performance; that the respondents who belong to the different courses are unanimous in their perceptions on the different dynamics which affect their academic performances.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The researcher summarizes the findings, conclusions and recommendations after the gathered data were organized, interpreted and analyzed.

1. Profile of the student-respondents relative to:

1.1 Age – Majority of the respondents, 279 or 64.88 percent are aged 18-20 years old. The mean age is 18.06, hence, most of them are already at the age of majority.

1.2 Sex – The Second Year College of Business Entrepreneurship and Accountancy is female-dominated with the frequency ratio of 327:103 or 3:1.

1.3 Course Enrolled – The biggest enrolment, 142 or 33.02 percent belongs to BS Accounting Tech 2.

2. Student-Respondents' Perceptions with Regard to the Dynamics Affecting Their Academic Performance Per Course and as a Whole

Dynamics	BSBA FM 2	BSBA MM 2	BS Accounting Tech 2	BS Entrep 2	As a Whole
Student-Related	Absenteeism of students, Academic accomplishments of students, Attitude of students toward education, Time spent on gadgets/social media	Absenteeism of students, Academic accomplishments of students, Tardiness of students, Attitude of students toward education, Comprehension in the Different Learning Areas, , Time spent on gadgets/social media	Study habits, Absenteeism of students, Tardiness of students, Attitude of students toward education, Comprehension in the Different Learning Areas, Time spent on gadgets/social media	Absenteeism of students, Attitude of students toward education, Comprehension in the Different Learning Areas	Absenteeism of students, Attitude of students toward education, Comprehension in the Different Learning Areas, Time spent on gadgets/social media
School-Related	Textbooks and classrooms	Geographical location of school, Textbooks, Classrooms, References/ Materials	Textbooks, References/ Materials	All items slightly affect the students' academic performance	Textbooks, References/ Materials
Teacher-Related	Attitude of teachers towards teaching, Absenteeism of teachers, tardiness of teachers, Initiative and resourcefulness of teachers, Teachers' techniques and strategies in teaching, Voice and tone of	Civil status of teacher, Attitude of teachers towards teaching, Absenteeism of teachers, Tardiness of teachers, Low salary of teachers, Atmosphere of classroom, Grooming and personality of	Attitude of teachers towards teaching, Tardiness of teachers, Initiative and resourcefulness of teachers, Rapport between teacher and student, Teachers' techniques	Absenteeism of teachers, Tardiness of teachers, Initiative and resourcefulness of teachers, techniques and strategies in teaching, Teaching aides and materials, Voice and	Attitude of teachers towards teaching, Tardiness of teachers, Initiative and resourcefulness of teachers, Teachers' techniques and strategies in teaching, Voice and

	teachers, Mastery of lessons among teachers, Atmosphere of classroom	the teacher	and strategies in teaching, Voice and tone of teachers, Mastery of lessons among teachers	tone of teachers, Mastery of lessons among teachers, Limited experience and training of teacher, Atmosphere of classroom, Grooming and personality of the teacher	tone of teachers, Mastery of lessons among teachers, Atmosphere of classroom
Home - Related	Attitude of parents toward education, Parental guidance	Attitude of parents toward education, Availability of learning materials at home	Attitude of parents toward education, Parental guidance, Environment of the house	Attitude of parents toward education, Socio-economic status of parents, Availability of learning materials at home, Parental guidance	Attitude of parents toward education, Parental guidance

3. Significant Relationship Between the Perception of the Different Dynamics when Grouped per Course and as a Whole

A significant relationship between the perceptions on the different dynamics when grouped per course and as a whole exists as shown by the values of Person r suggesting that the null hypothesis must be rejected.

4. Significant Difference in the Perceptions of the Student-Respondents on the Different Dynamics when Grouped According to their Personal Profile

4.1 Age – A significant difference in the perceptions of the student-respondents on the different dynamics exists when the respondents were grouped according to age.

4.2 Gender – A significant difference in the perceptions of the student-respondents on the different dynamics exists when the respondents were grouped according to gender.

4.3 Course Enrolled –No significant difference in the perceptions of the student-respondents on the different dynamics exists when the respondents were grouped according to course enrolled.

CONCLUSION

The research was conducted among the second year students of the College of Business Entrepreneurship and Accountancy with the primary purpose of improving the academic performance of said students by ascertaining the dynamics that greatly affect their academic performance and it was disclosed by the research that the four (4) groups of dynamics namely student-related, school-related, teacher-related and home-related significantly affect their academic performance, thus, this undertaking positively identifies these factors that greatly influence students' performance and as teachers and administrators, being the key performers and facilitators of learning, it is therefore imperative for us to enhance our weakness and overcome these shortcomings in order to attain the long battle cry and quest for quality education and producing world class graduates.

RECOMMENDATIONS

In the light of the foregoing findings, the researcher offers the following recommendation:

- Absenteeism and tardiness of both students and teachers greatly affect the students' academic performance; hence, preventive measures along these weaknesses must be imposed by administration/management.
- Proper attitude towards education must be inculcated not only among students but also towards teachers and parents.
- Teacher-related factors such as initiative and resourcefulness, teaching techniques and strategies, voice and tones of the teacher, mastery of lessons, atmosphere of the classroom and grooming and personality of the teachers play important roles in motivating students to excel in academic performance, hence, such concerns must be enhance/strengthened on the part of the teachers.

- Parental guidance plays a vital role towards the students' performance; therefore, a strategic partnership between parents and teachers must be developed.
- Teachers must not only be facilitators of learning within the four walls of the classroom but must be willing to be second parents of the students under their care.
- "It takes a village to educate a child," thus, the entire members of an educational community must work hand in hand to improve the academic performance o

BIBLIOGRAPHY

BOOKS/JOURNALS

[1] Ardales, Venancio B. (1992). Basic Concepts and Methods in Research, Cubao, Quezon City: Great Books Trading

[2] Bautista, Evelyn P. (1980). Effect of Grouped and Individualized Instructions on Achievement Scores of Three Ability Group. The Polytechnic Exchange, Vol I No. 5

[3] Burmaster E; (2009) What is the Wisconsin School of Performance Report? Wisconsin: Department ofPublic Instruction: State Superintendent,.

[4] Cohen, D. K. & Hill, H. C. (2000). Instructional Policy and Classroom Performance: The Mathematics reform in California.Teachers College Record

[5] Cooper D; (2009)Crisis in Mathematics education.San Fransisco, CA: Jossey Bass,.

[6] Downie, N.M. and R.W. Heat (1983).Basic Statistical Methods.5th edition. New York: Harper and Row Publishers

[7] Eleazar, Lucy V. (1989) Standardized Physical FacilitiesPhilippine Education: Vision and PerspectiveQuezon City: National Bookstore, Inc

[8] Gaffud, Miguel and Trinidad, Venancio. (1958). The Community Teacher, Her Competence and Responsibilities, The Community Schools. Manila: Bookman Publishing, Co.

[9] Gregorio, German C. (1976).Principles and Methods of Teaching. Manila: RP Garcia Co.

[10] Hanushek, E. A. (1997). Assessing the Effects of School Resources on Student Performance: An

[11] Update. Educational Evaluation and Policy Analysis,

[12] Harris B; (2013) Supervision for Effective Teaching.New York: Longman,.

[13] Hurlock, Elizabeth B. (1982). Developmental Psychology. New York: McGraw Hill Book Co.

[14] Lardizabal, Amparo (1977)Principles and Methods of Teaching. Quezon City: Phoenix Publishing House Inc.

[15] Laylo, Felimino T. (1977) A Systaltic Approach to Vocabulary Development. Philippine Journal of Education

[16] Ligeralde,, Antonio (1993) Causes of Poor Quality Education. The Modern Teacher , August

[17] Miles M; (2008) The Dimensions of Curriculum Implementation. Washington DC: Amacon,

[18] Ornstein, Allan C. (1992) Strategies for Effective Teaching. New York: Happer Collins Publishers

[19] Pascual, Mariano. Practice Teaching in Elementary Schools Discipline and Classroom Management. Manila: Abiva Press

[20] Quisumbing, Lourdes R. (1989) Visions for Tomorrow. Philippine Education: Vision and Perspective Quezon City: National Bookstore, Inc

[21] Rogers, CR. The Clinical Treatment of the Problem Child. Boston: Houghton and Miffin, Inc.

[22] San Mateo, Rosalinda A. Historical, Philosophical and Legal Foundations of Educations

[23] Sanchez, CA (1986) Methods and Techniques of Research, Revised Edition. Manila: Rex Book Store

[24] Schneiders, A.A. (1976)Personality Dynamics and Mental Health. New York: Holt Co.

[25] Saiduddin R; (2011) Implementing Innovation in Schools. Chicago: University of Chicago

[26] Socias, Thomas (1987)Some Practice of our People which are Deterrents to Effective Learning in the Rural Areas. Modern Teacher, September

[27] Sutaria, Minda B. (1989) Philippine Education: Vision and Perspective Quezon City: National Bookstore, Inc

[28] Timothy BJ; (2010) Exemplary Practice in High School Science and Mathematics. Australia

[29] Journal of Education; 32(1)

[30] Vundla B; (2012) School curriculum. Pretoria: North Publishers

UNPUBLISHED THESIS/DISSERTATIONS

[31] Ammiyao, Airen L. (2002) Factors Affecting the Performance of Public Elementary School Teacher in Tinglayan District, Division of Kalinga, (Unpublished Master's Thesis, Kalinga-Apayao State College)

[32] Dumaguing, Felomina A. (1997) Performance of Students in Science and Technology at the DEMPNHS in Tabuk, Kalinga(Unpublished Master's Thesis, Cordillera Career Development College)

[33] Gacadan, Juana D. Factors Affecting the Performance of the Grade Six Pupils in Cordillera Administrative Region (Unpublished Master's Thesis, Kalinga-Apayao State College)

[34] Santos, Marylinda S (2000) Performance of Grade Six Pupils in the Division of Kalinga. (Unpublished Doctoral Dissertation, Kalinga-Apayao State College)

[35] Vano, Amistricia (1983) Selected Factors Influencing Teaching Performance and Students Achievement in Individualized Instruction in Science I Experimental Classes: Implications for Secondary Teaching(Unpublished Master's Thesis, University of San Carlos)