THE INTERVENING EFFECTS OF STUDENT AND SCHOOL RELATED FACTORS ON THE ACADEMIC PERFORMANCEOF BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM STUDENTS

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ABSTRACT: *Students' academic performance plays an important role in producing the best quality graduates who will became great leaders for the country thus would be responsible for the country's economic and social development, (Ali et.al., 2009). This study was conducted to determine the intervening effect of student and school related factors on the academic performance of the Bachelor of Science in Accounting Information System students of the Cagayan State University. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled for the SY 2018 – 2019. The respondents of this study were the Pioneer batch of the BS in Accounting Information System program of the college. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that under the student-related factors, study habits with a mean of 4.53 is considered to have the greatest impact and assigned household chores with a mean of 3.26 is considered to have the least impact affecting the academic performance of the students. The category mean is 4.09 or with a descriptive scale of "agree." Under the school-related factors, the category mean of 4.06 implies that the BSAIS students perceived that the school-related factors affect their academic performance. The result also shows that there is a significant difference in the perceptions of the student-respondents on the different intervening factors affecting academic performance when grouped according to their personal profile. From the results generated it is therefore recommended that additional studies should be conducted to identify other variables that would have a great impact on the academic performance of students.*

KEYWORDS: *Academic performance, student related factors, school related factors, Bachelor of Science in Accounting Information System*

INTRODUCTION: Students' academic performance plays an important role in producing the best quality graduates who will become great leaders for the country thus would be responsible for the country's economic and social development, (Ali et.al., 2009). The

academic achievement of students is a major determinant of the future of the students in particular and the nation in general. . Learning outcomes have become a point of interest to all and this explains the reason why researchers have been working hard to unravel factors that militate against good academic performance (Aremu & Sokan, 2002). Adeyemo (2001) opined that the major goal of the University is to work towards attainment of academic excellence by students. According to him, the University may have other objectives but emphasis is always placed on the achievement of sound scholarship. Therefore, academic achievement should be considered to be a many-sided construct that covers 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).

School, colleges and universities have no worth without students. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic achievement. Students academic achievement occupies a very important place in education as well as in the learning process. Its improvement is always a big concern for educators and students because of its dependence towards factors such as student and school related factors. In this period of globalization and technological revolution, education is regarded as the first step for every human activity. It plays an important role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). Education is one of the essential aspects that in stils the necessary skills, aptitudes and knowledge among the individuals. It also directs to overall development and advancement of the individual, community and nation as a whole. An educated individual would be able to render competent contributions towards the improvement and betterment of the community. He would be able to accomplish also his aspirations, goals and objectives. The introduction of various skills, abilities, proficiencies and academic knowledge among the individuals is enhanced through learning and academic performance. The academic achievement determines the future goals and objectives of the students. Students' academic performance characterizes performance outcomes that points out the extent to which an individual has finished specific goals. Thus, it is necessary to examine the

intervening effects of student and school related factors on the academic performance of students. Therefore, this study is aimed to explore the intervening effects of student and school related factors on the academic performance of the Bachelor of Science in Accounting Information System students of the College of Business Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus.

STATEMENT OF THE PROBLEM:

This study attempted to ascertain the intervening factors affecting the academic performance of the pioneer Bachelor of Science in Accounting Information System 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

2. What is the perception of the student-respondents with regard to the intervening factors affecting their academic performance as to:

    2.1 Student – related factors

    2.2 School- related factors

3. Is there is a significant difference in the perceptions of the student-respondents on the different intervening factors affecting their academic performance when grouped according to their personal profile?

HYPOTHESES

This study is guided by the hypotheses:

1. That there is no significant difference in the perception of the student-respondents on the intervening factors affecting their academic performance when grouped according to their personal profile.

METHODOLOGY

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the respondents.

This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were the pioneer BSAIS students.

The respondents of this study were 78 BSAIS students enrolled for the Second Semester of SY 2018-2019. Total enumeration was used by the researcher in obtaining the results.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean, frequency count and percentage.

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 difference in the perceptions of the student-respondents on the different intermediating factors 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
17	3	3.85
18	9	11.54
19	62	79.48
20	4	5.13
	78	100.00

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 17 years old to 20 years and

the bulk of the respondents with a frequency of 62 or 79.48 percent are aged 19 years while the least – numbered, 3 or 3.85 percent are aged 17 years old and still, those who are 18 years old are 9 in number or 11.54 percent and there are 4 or 5.13 percent who are 20 years old. The mean age is 18.85 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 Sex

Sex	Frequency	Percentage
Male	14	17.95
Female	64	82.05
	78	100.00

Table 1.2 shows the frequency and percentage distribution of the student – respondents' profile relative to sex. As shown by the table, the female student – respondents out-numbered the males with the frequencies of 64 and 14 or 82.05 and 17.95 percent respectively which implies that the pioneer Bachelor of Science in Accounting Information System program of CSU are female – dominated.

Table 2.1

Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception with Regard to Student-Related Factors Affecting their Academic Performance

	OPTIONS					Mean	Descriptive Scale
STUDENT RELATED FACTORS	SA	A	U	D	SD		
1. Socio-economic standing (self-supporting, / working student, married, single parent)	32	33	9	4		4.19	Agree
2. Assigned household chores	8	25	31	10	4	3.26	Uncertain
3. Study habits	47	26	4	1		4.53	Strongly Agree
4. Absenteeism and tardiness of	37	34	5	2		4.35	Strongly

student							Agree
5. Academic accomplishments/performance of student	44	27	6	1		4.46	Strongly Agree
6. Attitude of student towards education	43	29	4	2		4.45	Strongly Agree
7. Comprehension of student in the different areas	25	48	4	1		4.24	Strongly Agree
8. Time spent on social media and the use of gadgets	44	25	6	3		4.41	Strongly Agree
9. Physical disability and Psychological make-up of the student	12	40	18	7	1	3.71	Agree
10. Practice of religion	11	22	26	16	3	3.28	Uncertain
Category Mean						**4.09**	**Agree**

The table shows the frequency, item mean, category mean and descriptive scale of the student – respondents' perception regarding the effect of student – related factors on their academic performance. As seen in the table, 6 out of 10 factors got a descriptive scale of "strongly agree", 2 were rated "agree" and the other 2 obtained a descriptive scale of "uncertain". Study habits with a mean of 4.53 are considered to be the student-related factor that has the greatest impact affecting the academic performance of the students. Next is the academic accomplishments/performance of student with a mean of 4.46 then the attitude of students towards education with a mean of 4.45, time spent on social media and the use of gadgets comes next with a mean of 4.41, absenteeism and tardiness of student ranked 5th under the descriptive scale of strongly agree with a mean of 4.35, and last under the strongly agree descriptive scale is the comprehension of student in the different areas with a mean 4.24. On the other hand, with a descriptive scale of uncertain, assigned household chores with a mean of 3.26 is considered to be the student-related factor that has the least impact affecting the academic performance of the students. The

category mean of 4.09 or with a descriptive scale of "agree" implies that the BSAIS students perceived that the student-related factors affect their academic performance.

Table 2.1

Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception with Regard to School-Related Factors Affecting their Academic Performance

	OPTIONS					Mean	Descriptive Scale
SCHOOL RELATED FACTORS	SA	A	U	D	SD		
1. Geographical location of school	19	37	15	4	3	3.83	Agree
2. Room/School facilities (library, canteen, gymnasium, auditorium, laboratories, etc.)	25	36	12	5		4.04	Agree
3. Textbooks, Reference materials	37	31	8	2		4.32	Strongly Agree
4. Class size	18	39	16	5		3.90	Agree
5. School atmosphere (conduciveness for learning)	32	34	10	2		4.23	Strongly Agree
Category Mean						**4.06**	**Agree**

The table shows the frequency, item mean, category mean and descriptive scale of the student – respondents' perception regarding the effect of school – related factors on their academic performance. As seen in the table, 2 out of the 5 factors got a descriptive scale of "strongly agree" and the remaining 3 got a descriptive scale of "agree." Textbooks, reference materials with a mean of 4.32 is considered to be the school-related factor that have the greatest impact affecting the academic performance of the students and the school atmosphere with a mean of 4.23 comes next. On the other hand, geographical location of school with a mean 3.83 and descriptive scale of agree is considered to be the school-related factor that have the least impact affecting the academic performance of the students. The category mean of 4.06 or with a descriptive scale of "agree" implies that the BSAIS students perceived that the school-related factors affect their academic performance.

Table 3.1

Test for Significant Difference in the Perceptions of the Student-Respondents

on the Different Intermediating Factors Affecting Their Academic Performance

when Grouped According to Age

Different Factors Affecting Academic Performance	X^2_c Value	df	Asymptotic Significance (2-sided)
1. Socio-economic standing (self-supporting, / working student, married, single parent)	97.815[a]	9	0.000
2. Assigned household chores	140.295 [a]	12	0.000
3. Study habits	71.104 [a]	9	0.000
4. Absenteeism and tardiness of student	77.528 [a]	9	0.000
5. Academic accomplishments/performance of student	57.156 [a]	9	0.000
6. Attitude of student towards education	68.126 [a]	9	0.000
7. Comprehension of student in the different areas	92.021 [a]	9	0.000
8. Time spent on social media and the use of gadgets	70.995 [a]	9	0.000
9. Physical disability and Psychological make-up of the student	120.415 [a]	12	0.000
10. Practice of religion	129.429 [a]	12	0.000
11. Geographical location of school	106.133 [a]	12	0.000
12. Room/School facilities (library, canteen, gymnasium, auditorium, laboratories, etc.)	90.983 [a]	9	0.000
13. Textbooks, Reference materials	61.960 [a]	9	0.000
14. Class size	108.361 [a]	9	0.000
15. School atmosphere (conduciveness for learning)	64.602 [a]	9	0.000

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	71.665[a]	12	.000
Likelihood Ratio	50.593	12	.000
Linear-by-Linear Association	25.751	1	.000
N of Valid Cases	78		

$X^2_c = 71.665$ [a]   df = 12   P= 0.000   Decision: Reject Ho

The table shows the results on the test of significant difference in the perceptions of the student - respondents on the different intermediating factors affecting their academic performance. As presented above, all of the values seen in the chi – square wherein the P value is 0.000 which is less than the significant level of 0.05 suggests that the null hypothesis which states " There is no significant difference in the perceptions of the student – respondents on the different factors 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 the various factors to their academic performance; that the respondents who belong to the different age   are not unanimous in their perceptions on the different factors which affect their academic performances.

Table 3.2

Test for Significant Difference in the Perceptions of the Student-Respondents

on the Different Intermediating Factors Affecting Their Academic Performance

when Grouped According to Sex

Different Factors Affecting Academic Performance	X^2_c Value	df	Asymptotic Significance (2-sided)
1. Socio-economic standing (self-supporting, / working student, married, single parent)	25.527 [a]	3	0.000
2. Assigned household chores	36.531 [a]	4	0.000
3. Study habits	11.254 [a]	3	0.010
4. Absenteeism and tardiness of student	18.907 [a]	3	0.000
5. Academic accomplishments/performance of student	13.185 [a]	3	0.004
6. Attitude of student towards education	13.888 [a]	3	0.003
7. Comprehension of student in the different areas	36.173 [a]	3	0.000
8. Time spent on social media and the use of gadgets	13.185 [a]	3	0.004
9. Physical disability and Psychological make-up of the student	65.099 [a]	4	0.000
10. Practice of religion	60.407 [a]	4	0.000
11. Geographical location of school	52.984 [a]	4	0.000
12. Room/School facilities (library, canteen, gymnasium, auditorium, laboratories, etc.)	36.173 [a]	3	0.000
13. Textbooks, Reference materials	18.907 [a]	3	0.000
14. Class size	56.875 [a]	3	0.000
15. School atmosphere (conduciveness for learning)	24.527 [a]	3	0.000

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.469[a]	4	.000
Likelihood Ratio	34.600	4	.000
Linear-by-Linear Association	17.136	1	.000
N of Valid Cases	78		

$$X^2_{c} = 30.469^{a} \qquad df = 4 \qquad P = 0.000 \qquad \text{Decision: Reject Ho}$$

The table shows the results on the test of significant difference in the perceptions of the student - respondents on the different intermediating factors affecting their academic performance. As presented above, and as seen in the chi – square, majority of the P value is 0.000, study habits have P value of 0.010, both academic accomplishments/performance of student and time spent on social media and the use of gadgets registered a 0.004 P value and attitude of student towards education got 0.003 as its P value. Overall P values of 0.000 is less than the significant level of 0.05 so therefore it is suggested that the null hypothesis which states " There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to sex" is rejected which implies that the student respondents significantly differ in their perceptions on the effect of the various factors to their academic performance; that the respondents who belong to the different sex are not unanimous in their perceptions on the different factors which affect their academic performances.

SUMMARY OF FINDINGS

1. Demographic Profile of the Respondents in Terms of the following Variables:

    1.1 Age – Majority of the respondents, 62 or 79.48 percent are aged 19, hence, majority are already at the age of majority.

    1.2 Sex – The females outnumbered the males with the frequency of 64:14.

2. The perception of the student-respondents with regard to the intervening factors affecting their academic performance as to:

2.1 Student – related factors - 6 out of 10 factors got a descriptive scale of "strongly agree", 2 were rated "agree" and the other 2 obtained a descriptive scale of "uncertain". Study habits with a mean of 4.53 is considered to have the greatest impact and assigned household chores with a mean of 3.26 is considered to have the least impact affecting the academic performance of the students. The category mean of is 4.09 or with a descriptive scale of "agree."

2.1 School- related factors - 2 out of the 5 factors got a descriptive scale of "strongly agree" and the remaining 3 got a descriptive scale of "agree." The category mean of 4.06 or with a descriptive scale of "agree" implies that the BSAIS students perceived that the school-related factors affect their academic performance.

3. Test of Significant Difference in the Perceptions of the Student-Respondents on the Different Intervening Factors Affecting Their Academic Performance when Grouped According to:

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

3.2 Sex - A significant difference in the perceptions of the student-respondents on the different factors exists when the respondents were grouped according to sex.

CONCLUSION:

The research was conducted among the pioneer Bachelor of Science in Accounting Technology Students of the College of Business, Entrepreneurship and Accountancy with the aim of improving and enhancing the academic performance of the BSAIS students by looking into the intervening factors that have a great impact in their academic performance. It was disclosed by the researcher that the factors used in the study is divided into two which is the student-related factors and school-related factors. From the results generated it was unveiled that there is a significant difference in the perceptions of the student-respondents on the intermediating factors affecting their academic performance. It is therefore important to look immediate solutions to the identified weaknesses and shortcomings and enhance those positive intermediating factors to continuously help the students improve on their academic achievements.

RECOMMENDATIONS:

1. Students' performance is significantly affected with satisfaction with the academic environment and the facilities of library, computer lab and other important facilities in the institution therefore the University should look into upgrading the said facilities to further improve on the academic performance of the students.

2. The library environment should have comfortable chairs and rich in literature with plenty of books, computers and other learning aids that help the student to perform well and that they may need sufficient space for their study so that they do not need to squeeze themselves together.

3. Proper attitude towards education must be inculcated among students.

4. Come up with a program of activities to improve on the comprehension of students in different academic and non academic areas.

5. The University should look into the socioeconomic status of the students and offer scholarship programs to the poor but deserving students.

6. The University should consider the school atmosphere like the class room size to determine the right class size so that students would feel more comfortable in their academic endeavor.

7. Additional studies should be conducted to identify other variables that would have a great impact on the academic performance of students.

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