



FACTORS RELATED TO ACADEMIC PERFORMANCE OF COLLEGE STUDENTS AT CAGAYAN STATE UNIVERSITY

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ABSTRACT

A lot of studies conducted already to investigate factors affecting academic performance of college students but the focus of this study is on academic performance which is linked with five perceived factors like parents' economic status, peers/classmates, vacant/leisure time, study habits and student himself. The data is based on student profile and their perception related to the variables affecting their Academic performance in Basic Statistics. There are two hundred sixty-seven third year students involved in the study making used of descriptive method. The results show that oftentimes all these factors affect their academic performance in school.

KEYWORDS: *Academic Performance, Parents economic status, Study habits of students, peers or classmates, vacant/leisure time and student factor.*

INTRODUCTION

The mathematics education of Cagayan State University specifically, the College of Hospitality Management should create an effective, meaningful and functional learning in the field of mathematics which anticipate the enormous perspective of global change from the context of relevant and responsive educators. CSU demands for improving teacher quality and for holding teachers accountable for student achievement and progress have increase over recent years. Some educators & policy makers claim that we need to identify indicators of effectiveness and to evaluate school and teachers on their basis of these indicators. A growing numbers of educators and policy makers believe the need to raise school standard for teacher certification and performance.

Mathematics is one of the most essential tool and integral component of all fundamental subject areas in education. It shapes and influences almost everything around us from the most complex to the simplest activities at home. Most of the development that



have taken place in the present world can be attributed to the rapid advancement of Science and Technology in which mathematics has an inevitable role. Being one of the tool subjects, mathematics needs to be emphasized, and its teaching be strengthened to meet the needs and demands of the learners in the fast changing time. For this reason, it's essential for teachers to teach mathematics in the most meaningful, efficient and delightful way to enable the students to love mathematics and acquire the type of knowledge needed for quality existence in the modern world. In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital which is linked with the well-being of an individual and the opportunities for better living (Battle & Lewis, 2002). It helps in the acquisition of knowledge and needed skills that increase productivity and improve quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The different Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level 2 students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables that affect students' quality of academic achievement can be found inside and outside the school. These factors are classified as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). The study about the role of these demographic factors rooted in the 17th century (Mann, 1985). These emphasize on age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations, (Ballatine, 1993).

To make education more responsive and relevant to change taking place in our modern society particularly our educational institution, teaching staff must have to examine critically the methods and techniques that they employ in teaching. It should meet the demand and needs of learners in order to facilitate maximum learning to the students particularly in the field of mathematics.

The school personnel, members of the families and communities provide help



and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg & Hughes, 1995). The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers & Schreiber, 2004). Gender, ethnicity, and father's occupation are significant contributors to student achievement (McCoy, 2005; Peng & Hall, 1995). Above and beyond the other demographic factors, the effects of SES are still prevalent at the individual level (Capraro, M., Capraro, R., & Wiggins, 2000). It is most often assessed by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family socio economic status level have positive correlations with the student's quality of achievement (Caldas & Bankston, 1997; Jeynes, 2002; Parelius, D., & Parelius, A., 1987; Mitchell & Collom, 2001; Ma & Klinger, 2000). The students with high level of Socio economic status perform better than the middle class students and the middle class students perform better than the students with low level of Socio economic status (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).

Despite the effort of the government in introducing such programs to improve the quality of mathematics education, the researcher, with her seventeen years of teaching mathematics subjects, still experience and noticed that students are hard-up in coping with the lessons, especially those students who graduated from remote public high schools. It seems that students who are entering first year college lacked the necessary foundation in order to tackle the subjects in higher mathematics. It has also been observed by the researcher that faculty members who are handling mathematics subjects of Cagayan State University have been complaining about the unsatisfactory performance of their students in the different skills in mathematics, most especially the word problem solving. Hence, Mathematics Educators in the College of Hospitality Management are working so hard in the analysis of the total learning situation in order to improve quality education.



It is for this reason that the researcher decided to conduct a study regarding the factors affecting the academic performance of the Junior students in Basic Statistics. Some perceived factors are classmates/peers, vacant/leisure time, student factor and study habits. Hence, this study was conducted.

RESEARCH QUESTION

1. What is the personal profile of the respondents in terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Type of school graduated
- 1.4 Types of mass media, reading materials found at home

2. To what degree do the Junior students perceived the factors affecting their mathematical performance relative to the following:

- 2.1 Classmates/peers
- 2.2 Vacant leisure time
- 2.3 Study habits
- 2.4 Student factor

RESEARCH OBJECTIVES

The objective of this study is to assess the factors affecting the academic performance of Junior students in Basic Statistics in the College of Hospitality Management of Cagayan State University for the Second Semester, School Year 2018-2019.

CONTRIBUTION

A lot of studies conducted by many authors regarding factors that affect the academic performance of college students. This research is different in a way that it is the first research in which variables specifically on socio economic status of parents, study habits, peers/classmates, and student factor is studied. My contribution to this study is to assess



the different factors that affect students' academic performance in statistics. This research will be helpful to parents and teachers to them properly in developing their interest and potentials most especially in the field of Mathematics.

SCOPE AND DELIMITATIONS

This study is limited to the perception of junior students on the factors affecting their academic performance in Statistics of Cagayan State University, Tuguegarao City. It includes four factors such as: socio economic status of parents, classmates/peers, vacant/leisure time, study habits and student himself.

The study was conducted in the College of Hospitality Management for the school year 2018-2019, 2nd semester, which involved 6 sections which comprised a total of 267 students.

SIGNIFICANCE OF THE STUDY

The result of this study would served as a basis in threshing out possible solutions to problems which they encounter in teaching mathematics and in consequence formulate plans in improving their techniques or strategies in giving exercises or activities suited to the students level of understanding. This may benefit students because it enables them to assess themselves and discover their strength and weaknesses, to remedy their point of weaknesses and freed from shackle preventing them to grow, thus improving their academic performance in mathematics. It may create awareness on the part of the students about their strength and weaknesses and their rights and responsibilities for quality education in the field of mathematics. This helps the college administration to design and implement college policies to improve the quality of mathematics education.



DEFINITION OF TERMS

For clarification, better understanding, the following terms were defined operationally within the context of the study.

Academic Performance. This refers to the academic rating obtained by a student in Basic Statistics during a certain period of time.

Attitude. A state of mental awareness which may influence the individual's behavior. It is a settled manner of acting because of habitual feeling or opinion.

BSHIM. Bachelor of Science in Hospitality Industry Management.

Classroom Management. This is concerned with the proper arrangement of seats and attention given to proper lighting, ventilation, cleanliness and proper placement and arrangement of classroom fixtures. The essence of classroom management is discipline and participation by the students.

Communication Skills. The capability of oneself to express ideas, opinions and viewpoints orally.

Comprehension. The mental ability to understand and grasp substantial meaning in language, thought, communication and action.

Degree of influence of factors affecting mathematical performance. Refers to the seriousness of effect, specifically, reducing mathematical performance to low or high level through the use of testing scale by the factors.

Difficulties. Refers to those learning tasks where students scored very low.

Learning. The acquisition of knowledge, abilities, habits, attitudes, values and skills.

Mathematics. The science of quantities or variables including the relationship between them and geometric forms.

Problem. Refers to a situation of interaction with a certain degree of worry or anxiety until a solution is immediately presented.

Study Habit. Refers to the repeated practices in relation to their studying and learning mathematics.



RELATED LITERATURE

The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001). There is a range of factors that affect the quality of performance of students (Waters & Marzano, 2006). A series of variables are to be considered when to identify the affecting factors towards quality of academic success. Identifying the most contributing variables in quality of academic performance is a very complex and challenging job. The students in public schools belong to a variety of backgrounds depending upon their demography.

Competence in speaking in English is the most important factor that affect the 864 business and economic students in United Arab Emirates. Performance in school. The authors used regression analysis for the study. The results of the study showed that students who participated in class discussions and who were on leave from their jobs outperformed other students. Missing many lectures and living in a crowded household negatively affected student performance, Harb, N., & El-Shaarawi, A. (2007).

A complex interactional model of classroom factors that contribute to the development of students' self-evaluations. This model integrates previously investigated factors, suggests the operation of additional factors, and extends the notion of the operation of classroom factors to account for the possibility that certain factors may compensate for or negate the effect of otherwise crucial factors in influencing students' interpretations of and reactions to classroom events. Described are (a) task structure, (b) grouping practices, (c) feedback and evaluation procedures and information about ability, (d) motivational strategies, (e) locus of responsibility for learning, and (f) the quality of teacher-student relationships, Marshall, H. H., & Weinstein, R. S. (1984).

Socio economic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means



more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students, Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011).

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behavior modifications of learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). So there is no commonly agreed upon definition of quality that is applied to education field. The definition of quality of education Journal of Quality and Technology Management varies from culture to culture (Michael, 1998). The environment and the personal characteristics of learners play an important role in their academic success.

In the study conducted by Mushtaq, I., & Khan, S. N. (2012) he found out that Communication, learning facilities, proper guidance and family stress are the four factors that contributed to the academic performance of students selected from a group of private schools.

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007). The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic access of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003).

The study of McFarland, D., & Hamilton, D. (2005) on Factors affecting student performance and satisfaction found out that online course delivery has increased in recent years, and a body of research has emerged regarding this trend. Many of the studies compare student performance online versus in a traditional class (and find none), or differences in student satisfaction (and find online students to be generally less satisfied than their traditional counterparts). The purpose of this study is threefold: (1) to see if careful control between online and traditional sections can alleviate the generally lower



satisfaction of online students, (2) to preliminarily propose a set of factors that could lead to increased performance and satisfaction for online students, and (3) to confirm previous work, which indicates that student performance online is no different than performance in a traditional classroom. The study involved senior-level undergraduate MIS students who were enrolled in an E-Business course; results suggest several possible ways to increase student performance and satisfaction in online courses.

The study of Hijazi, S. T., & Naqvi, S. M. M. (2006). Focuses on student performance in intermediate examination is linked with students' profile composed of his attitude towards attendance in classes, time allocation for studies, parents' level of income, mother's age and mother's education. The research is based on student profile developed on the bases of information and data collected through survey from students of a group of private colleges.

Student performance is affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered as constraint because there are other factors like race, gender, sex that can affect student's performance. (Hansen, Joe B.2000). Some of the researchers even tried to explain the link between students achievements, economic circumstances and the risk of becoming a drop-out that proved to be positive (Goldman, N., Haney, W., and Koffler, S., 1988, Pallas, A., Natriello, G.,

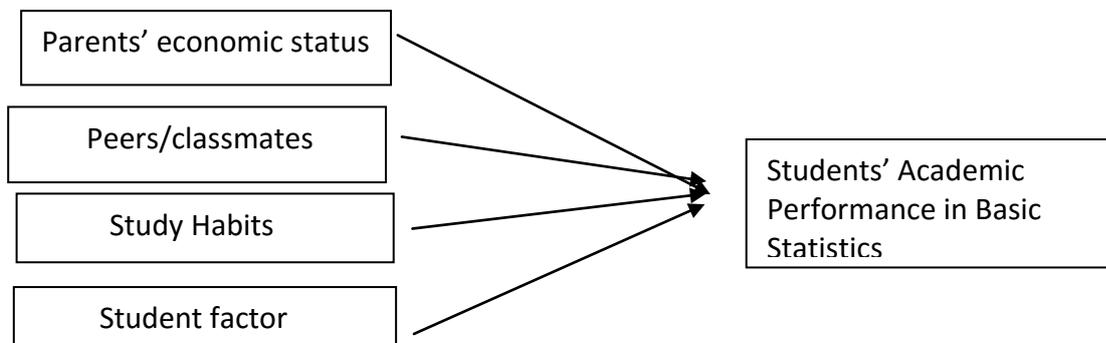
Chansarkar and A. Mishaeloudis (2001), explained the effects of age, qualification distance from learning place etc. on student performance. The performance of students on the module is not affected by such factors as age, sex and place of residence but is associated with qualification in quantitative subjects. It is also found that those who live near the university perform better than other students.

Yvonne Beaumont Walters, kola soyibo,(1998) further elaborated that student performance is very much dependent on SEB (socio economic back ground)as per their statement, "High school students' level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socio-economic background (SEB)." Kirby, Winston et al. (2002) focused on student's impatience (his time-discount behavior) that influences his own academic



performance. Goethe found out that weak students do better when grouped with other weak students. (As implied by Zajonc's analysis of older siblings (1976) it shows that students' performance improves if they are with the students of their own kind. There are often different results by gender, as in Hoxby's K-12 results (2000); Sacerdote (2001) finds that grades are higher when students have unusually academically strong roommates. The results of Zimmerman (1999, 2001) were somewhat contradictory to Goethe results but again it proved that students performance depends on number of different factors, it says that weak peers might reduce the grades of middling or strong students. (Alexander, Gur et al. 1974; Fraser, Beamn et al. 1977) explained that some of the practices adopted by college administration in higher education like residential colleges or organized study groups also help to increases performance. Keeping in view all of the variables discussed by different researchers we have chosen only those variables that are recognizable in Pakistani setting.

Theoretical Framework



METHODOLOGY

a) Research Design Utilized

The educational research method that was employed was the descriptive method since the chief purpose of the study is to identify and analyze the factors affecting the academic performance of junior students in Basic Statistics.



b) Respondents of the Study

There are two hundred sixty-seven junior students that were taken from 6 blocks of Bachelor of Science in Hospitality Management enrolled in Basic Statistics at Cagayan State University for the Second Semester, School Year 2018-2019.

c) Data Gathering Tool

The instrument used in gathering pertinent data and information for this study was formulated on the basis of questionnaire, which consists of two parts:

- Part I Personal profile of the respondents.
- Part II Factors affecting the academic performance of Students in Basic Statistics.

d) Statistical Tools

Frequency counts and percentage and item mean are used through statistical package.

The extent of existence for all the variables in the research area was measured on a modified five-point Likert scale ranging from always to never. (1) never, (2) seldom, (3) occasionally, (4) often and (5) always.

RESULTS AND DISCUSSIONS

Table 1. Frequency and Percentage Distribution of Respondents According to Age

Age	Frequency	Percentage
15 – 17	200	74.91
18 – 20	20	07.49
21 – 23	35	13.11
24 -26	10	03.75
27 -29	2	00.75
Total	267	100.00



Mean Age= 17.44

The frequency and percentage distribution of respondents according to age is presented in table 1.

Of the 267 respondents 200 or 74.91 percent are in the age bracket 15-17, 50 or 7.49 percent are on the age bracket 18-20 while 35 or 13.11 percent are on the bracket of 21-23, 10 or 3.75 percent are in the age bracket of 24-26 and 2 or 00.75 percent are in the last bracket 27-29. The findings show that majority of the respondents are on the age bracket of 15-17. This further supported by the mean age of 17.44. This implies that the respondents are on the proper age for Junior students.

Table 2. Frequency and Percentage Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	67	25.09
Female	200	74.91
Total	267	100.00

The data in table 2 shows the frequency and percentage distribution of respondents according to sex. There are 67 or 25.09 percent are males while 200 or 74.91 percent are females. The results show that females outnumbered males. This means that the respondents are female dominated. The data imply that the enrollees of the College of Hospitality Management are dominated by female due to the nature of the said course associated to the job opportunities which mostly require females.

Table 3. Frequency and Percentage Distribution of Respondents According to the Type of School Graduated from High School

Type of School	Frequency	Percentage
Public High School	200	74.91
Private High School	67	25.09
Total	267	100.00



Table 3 shows the frequency and percentage distribution of respondents according to the type of school graduated from high school. Of the 267 respondents 200 or 74.91 percent graduated from public high school while 67 or 25.09 percent graduated from private secondary school. This means that majority of the respondents graduated from public secondary schools which imply that they availed the government of free education.

Table 4. Frequency and Percentage Distribution of Respondents According to the Type of Mass Media Materials Found at Home/Boarding House

Type of Mass Media	Frequency	Percentage
Radio Cassette	10	03.75
Newspaper	5	01.87
Television	100	37.45
Magazine	2	00.07
Computer	30	11.23
Cellphones	120	44.94
Total	200	100.00

Table 4 shows the frequency and percentage distribution of respondents according to mass media found at home or boarding house. Out of 276 respondents, 120 or 44.94 percent have cellphones with them, 100 or 37.45 percent, only 30 or 11.23 percent have personal computers, 10 or 3.75 percent have radio cassette at home, 5 or 1.87 percent have newspapers and the least is magazine which is 2 or 0.07 percent.

This implies that majority of the respondents have cellphones for communication purposes and used even for research if it is connected with internet.



Table 5. Perception of Freshmen Management Students on Factors Affecting their Academic Performance in Basic Statistics as to Parents Economic Status

Parents Economic Status	Item Mean	Descriptive Scale
Parents provide all the needed materials necessary for school needs.	3.7	Often
Studying is negatively and seriously affected by the family economic status.	4.0	Always
Parents have other sources of income.	4.2	Always
Parents' income is sufficient.	3.2	Occasional
Category Mean	3.78	Often

Table 5 presents the perception of Junior students on factors affecting their academic performance in Basic Statistics as to economic status of parents. The category mean on the economic status of parents is 3.78 with a descriptive scale of "often". As shown in the table 5 items were rated always such as: Studying is negatively and seriously affected by economic status and parents have other sources of income. This simply means that students are always affected with the economic condition of their family.

The category mean further shows that parents' economic status often affects the mathematical performance of the students.

Table 6. Perception of Freshmen Management Students on Factors Affecting their Academic Performance in Basic Statistics As to Classmates/Peers

Classmates/Peers	Item Mean	Descriptive Scale
Sit together to discuss and do the assignments after class hour.	3.9	Often
Go out for picnic and enjoy eating prepared foods.		
Stay together in the library to make research in the next topic to be discussed in Mathematics of Investment.	3.5	Often
Study Mathematics of Investment when there is complete silence early in the morning.	4.2	Always
Friends assist solving assignments in Mathematics of Investment.	4.1	Always
	4.0	Always
Category Mean	3.94	Often



The data above shows the study vacant/leisure time as a perceived factor that would affect the mathematical performance of the respondents.

The category mean of 3.94 with a descriptive scale of “often” means that their classmates/peers oftentimes a great factor to make their grades in mathematics satisfactory or that would help them excel in the field of mathematics. They would greatly influence the respondents to do better in mathematics as supported in the data above.

Table 7. Perception of Freshmen Management Students on Factors Affecting their Academic Performance in Basic Statistics As to Vacant/Leisure Time

<i>Vacant/Leisure Time</i>	<i>Item Mean</i>	Descriptive Scale
Read books/magazines	4.0	Always
Watch television	4.2	Always
Listen to radio	4.1	Always
Play numerical instruments	3.0	Occasional
Do needle works	3.2	Occasional
Facebook browsing	4.6	Always
Category Mean	3.85	Often

Table 7 presents the perception of junior students on factors affecting their mathematical performance as to vacant/leisure time.

The items on read books/magazines, watch television and listening to radio and facebook browsing were rated always for these are really needed in enriching what the students have learned in the 4 walls of the classroom and this would make them aware of what is going on outside the school.

Probably, when these students get bored in their homes/boarding house they would like to relax, they occasionally play musical instruments and ladies would do needle works.

The category mean is 3.85 or often implies that the mathematical performance of students oftentimes affected with the kind of leisure time the student do at home or in their boarding house.



Table 8. Perception of Freshmen Management Students on Factors Affecting their Academic Performance in Basic Statistics As to Student Factor

Student Factor	Item Mean	Descriptive Scale
Study data in the night or even throughout the night before examinations.	3.9	Often
Carefully study the chart, graphs and other pictorial device of the textbook.	3.8	Often
Try to develop interest in work.	4.2	Always
Memorize the exact word of textbook in studying for a test.	3	Occasional
Usually understand what is supposed to be assimilated.	3.2	Occasional
Category Mean	3.62	Often

The perception of freshmen management students on factors affecting their mathematical performance as to student factor is presented in table 8.

The student himself is oftentimes a factor if he will make good in mathematics or fail in that subject because based from the data above on item “try to develop interest in work” is rated always, means that the student himself should develop love and interest in mathematics.

The other items were rated often and occasionally but, the category mean of 3.62 or often means that the student factor could make or unmake himself in the field of mathematics.

Table 9. Perception of Freshmen Management Students on Factors Affecting their Academic Performance in Basic Statistics As to Study Habits

Study Habits	Item Mean	Descriptive Scale
Review notes and other materials before proceeding to new lessons.	3.4	Occasional
Follow carefully directions given by the teachers.	3.0	Occasional
Volunteer in Math class discussion.	4.2	Always
Know the purpose of assignment	4.0	Always
Have a quiet and well lighted place for study in math.	3.8	Often
Category Mean	3.68	Often



The study habits as a perceived factor for students' performance in Basic Statistics is presented in table 9.

The category mean of 3.68 or often on the study habits of students' means that the practice that these students in studying their lessons in mathematics would greatly affect their performance.

FINDINGS

A. Personal Profile of the Respondents

Age

The mean age of the junior students in the College of Hospitality Management is 17.44.

Sex

The junior students in the College of Hospitality Industry Management is dominated by female.

Type of High School Graduated

Majority of the respondents graduated from public high school.

Type of Mass Media Material found at Home/Boarding House

Majority, 120 or 45.28 percent have radio cassette in their homes which implies that it is the most common mass media material found in their homes/boarding house.

B. Perception of Students on the Factors Affecting their Academic Performance in Basic Statistics.

Parents Economic Status

The category mean of parents' economic status is 3.78 with a descriptive scale of often means that the math performance of the respondents are often affected by the economic status of the family.

Classmates/Peers

The category mean of classmates/peers is 3.94 which means often implies that classmates is a factor that often affects mathematical performance of students.

Vacant/Leisure time



Vacant /leisure time has a category mean of 3.78 which means often and implies that the factors on vacant /leisure time often affects mathematical performance of the students.

Student factor

Student Factor has a category mean of 3.62 which means often and shows that student factor are perceived favorable by the respondents which implies that it oftentimes affect the mathematical performance of students.

Study Habits

Study habits has a category mean of 3.68 which means often. The findings imply that student habits as a factor often affect performance in mathematics of Investment.

CONCLUSION

The teacher should earnestly make learning experiences of the students enjoyable, fruitful and meaningful. The learner must be active in classroom activities for maximum learning because very little learning takes place with out personal involvement. Significantly, relate with the attitudes in learning by the students.

The different factors affecting the academic performance of students in Basic Statistics should be taken into considerations in order for these learners learn to love mathematics and the necessary skills and knowledge needed to be proficient in the field of Mathematics which is a very useful tool in the attainment of progress and development of our country.

Successful learning is positively related to the different factors such as economic status of parents, vacant /leisure time, study habits, peers/classmates, student himself.

RECOMMENDATIONS

A. Students

Students should display at all times a positive attitudes towards their teachers and their subjects in Mathematics in order to achieve a high achievement in the field of Mathematics.

B. Teachers



1. The mathematics teachers should provide more and well supervised exercises in solving worded problems in order to make them attain better computational skills and establish a well grounded mathematical knowledge.
2. Teachers in Mathematics should be more patient and attentive to the needs of the students.
3. That teachers in English most especially in the secondary must give more attention on the reading comprehension skills in order to establish a strong foundation in the interpretability and reflective thinking of the students.
4. Teacher must consider the provision of individual differences to motivate and facilitate active participation in any classroom activity.
6. Teachers should adopt the most appropriate methods/strategies in teaching according to the level of interest and abilities of the learners.

C. Administration

1. The school/administration should provide conducive facilities for learning.
2. That a very conducive time should be scheduled for mathematics classes

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