



## THE PERCEIVED EFFECTS OF THE DYNAMICS OF LEARNING ON THE ACADEMIC PERFORMANCE OF STUDENTS IN POLITICS AND GOVERNANCE COURSE

CHONA PAJARILLO AGUSTIN, DPA Associate Professor 1 Cagayan State University, Andrews Campus Tuguegarao City, Cagayan, Philippines 3500

**ABSTRACT:** *Academic achievement of students in the class is exemplifying performance outcomes that show the magnitude to which a individual has accomplished specific goals that were the emphasis of undertakings in instructional ambiance. 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 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 perceived effects on the dynamics of learning on the academic performance of students, the descriptive quantitative 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 This modified data gathering tool was patterned from Addun, Jackielyn D. et al (Unpublished thesis, 2008).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,*

### INTRODUCTION

The academic performance of students in class is oftentimes regarded as the ultimate measure to gauge their receptive ability to assimilate a number of the disciplines being required in the levels of learning. Their classroom performances are the first-hand data the



educators would readily use to measure one's learning ability. To this effect, many learners are motivated or even pushed to the limits of trying very hard to do that can be done to respond positively and act accordingly to the demands of the lessons at hand. A notion that many learners and educators see it in a very light way that academic achievers are already creating damages in one's way of learning in a very enjoyable manner because grades don't always reflect a learner's knowledge or intelligence. There are learners who are exceptionally intelligent in class setting but some learners who do not perform well in class are very intelligent and would garner very high marks when taking standardized tests or during college admission examinations.

The concept of academic performance does not only pertain to everything done within the classroom. This extends to achievement when learners are out in the different fields of profession. Some of the most intelligent students do not earn the highest marks but extremely well-rounded, succeeding at everything like arts, athletics, business, etc. Intelligence is not only illustrated by numbers or the marks given for every academic accomplishment. A learner who has the ability to master diverse skills show intelligence, curiosity, and persistence. These qualities are considered to university entry or probable employers.

There are many well-rounded individuals in our society who do not achieve academically in class during their school days. They perform extra-ordinary responsibilities in different fields wherein their intelligence on that particular field is soaring to the highest level. According to Educational Government of Quebec, there are numerous factors to consider which may affect students' academic achievement. First, they focused on the support and availability of the parents, their financial situation and standard of living. In Québec, as in other places in the world where the topic is studied, it has been observed that students in socioeconomically disadvantaged areas get lower marks. This explains that learners who do not have the privilege to have comfortable living are way back left in terms of academic achievement because they lack the physical as well as mental nourishment. The geographical location of the educational institution is another factor to consider because there are learners who come from far barangays or towns which are also very far from the city wherein the universities are operated. The students do not have the access to quality



basic education because the resources could be minimal or none at all. On instructions, the percentage of students in a school whose mother tongue is not the language of instruction is another concern that would make learning slow. In the city where centers of education are established the language of instructions is generally in English language. If students have been taught and trained with teachers utilizing the mother tongue or perhaps Filipino language, then expect that students will have the difficulty to grasp instructions. In the context of student's background that belongs to one class, the diversity would also be contributory to the success of classroom activities because adjustments of individuals would not happen instantly. Time is the essence for one to be in and accepted in a particular group. In learning dynamics, the grouping together of students in the class with severe learning difficulties, or with problems associated with psychosocial integration is a matter that is beyond the educator's ability to interpret unless otherwise a particular learner is subjected to thorough psychological evaluation.

In the Cagayan State University the various practices pertaining to the student admission requirements, students are admitted on the basis of previous academic achievement and their results on college admission tests. Along the years of formal classroom teaching/learning, the students' achievement would determine whether they are to be admitted to higher level of learning or not. On board course degree like the Bachelor of Science in Accountancy, they are screened-out the moment they cannot meet the required marks for all the major subjects to be included in the section. There must be a study to find out whether the students' achievements are only because of the identified factors which may affect their learning ability. The access to further educational or employment opportunities may be determined through academic performance but there are also factors which are to be considered along detrimental pace of learners' achievements like classroom condition, teacher factor issue, or other concerns that would impede fast and long-lasting result of academic achievement.

The many factors that may contribute to learners academic achievements may be considered and discussed during academic council to address the inadequacies so as to assist the clientele towards achieving their goals. It is known to all that there is a big factor when teacher-student relationship is taken as one factor in student's achievement. The



strong influence of the teacher on the students would create a positive outcome as to his academic achievement or vice-versa. However, no matter how good the teacher-student relationship the effectiveness is unrealistic because not all classroom situations are the same. There is always the uniqueness and differences of groups. The study undertaken by Whittle (2016) asserts that teacher-related factors are the greatest influences on student academic achievement. Teacher-related factors including personal qualities such as self-efficacy, instructional strategies and classroom management have been associated with teacher effectiveness. It is further recommended from the reviews that teacher effectiveness is context specific and taking a generic approach to improving teacher effectiveness is counter-intuitive. Teacher-related factors that influence student academic achievement are likely to be different depending on the curriculum area and content, the student and the teaching context.

It is a general concept in all training institutions that grades are used to determine academic performance of learners which is also the deciding factor for awarding recognitions like valedictorian and salutatorian for graduating students. Williams (2018) asserts that even scholarship organizations and universities also start by looking at grades, as do some employers, especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance. Other industries place less importance on GPA, particularly creative professions such as writing or art and occupations such as sales where people skills are more crucial than technical knowledge.

Academic achievement of students in the class is exemplifying performance outcomes that show the magnitude to which a individual has accomplished specific goals that were the emphasis of undertakings in instructional ambiance. 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). ([Steinmayr](#), R et al).



Another dimension is brought to the fore by **Harris**, who attributes poor performance of rural secondary pupils to lack of parental support. In his study, results showed that 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.

Worthy to mention are notable studies on 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

## 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:

$$\bar{X} = \frac{\sum WX}{N}$$

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



## RESULTS AND DISCUSSIONS

**Table 1.1**

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

Age	Frequency	Percentage
15-17	264	33.26
18-20	516	64.88
21-24	15	1.86
<b>Total</b>	<b>795</b>	<b>100</b>
<b>Mean Age: 18.06</b>		

The frequency and percentage distribution of the student – respondents' profile relative to age is revealed in table 1.1. It shows that the ages range from 15 years old to 24 years and the bulk of the respondents with a frequency of 516 or 64.88 percent are aged 18 – 20 years while the least – numbered, 15 or 1.86 percent belong to the age bracket of 21 – 24 years old and still, those who are 15 – 17 years old are 264 in number or 33.26 percent. The mean age is 18.06 years which 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	190	23.95
Female	605	76.05
<b>Total</b>	<b>795</b>	<b>100</b>

Table 1.2 reveals the frequency and percentage distribution of the student – respondents' profile relative to gender. As shown by the table, the female student – respondents outnumbered the males with the frequencies of 605 or 76.05 and 109 or 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**

<b>Course Enrolled</b>	<b>Frequency</b>	<b>Percentage</b>
BS Business Administration	376	47.30
BS Accounting Tech	166	20.88
BS Accountancy	142	17.86
BS Entrepreneurship	111	13.96
<b>Total</b>	<b>795</b>	<b>100.00</b>

In the table 1.3, it shows the frequency and percentage distribution of the student – respondents' profile relative to course enrolled. As shown by the table, the highest frequency of 376 or 47.30 percent are students who enrolled in Bachelor of Science in Business Administration while the least numbered course with the frequency of 111 or 13.96 percent is Bachelor of Science Entrepreneurship; the second to the highest and to the lowest with the frequencies of 166 and 142 are Bachelor of Science in Accounting Technology and Bachelor of Science in Accountancy respectively.



**Table 2A.1**

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

STUDENT-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Poor health of the student	2		8	120	36	4.13	Agree
Household chores done at home	4	28	46	82	6	3.35	Uncertain
Study habits			12	112	42	4.18	Agree
Absenteeism of student			2	12	152	4.90	Strongly Agree
Academic accomplishments of student		2	18	60	86	4.39	Strongly Agree
Tardiness of student	4	36	34	74	18	3.40	Uncertain
Attitudes of student toward education			14	60	92	4.47	Strongly Agree
Comprehension in the different areas		2	34	92	38	4.00	Agree
Time spent on gadgets/social media		4	8	52	102	4.52	Strongly Agree
<b>Category Mean</b>	<b>4.15</b>	<b>Agree</b>					

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology student – respondents' perception regarding the effect of student – related dynamics on their academic performance in Politics and Governance course. As presented in the table, 4 out 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 were revealed in the results of this study which 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 in Accounting Technology perceived that the student – related dynamics affect their academic performance in Politics and Governance course.

**Table 2A.2**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accounting Technology Student-Respondents’ Perception with Regard to School-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

SCHOOL-RELATED DYNAMICS	OPTIONS						Item Mean	Descriptive Scale
	(SD)1	(D)2	(U)3	(A)4	(SA)5			
Geographical location of school	6	46	28	60	26	3.32	Uncertain	
Textbooks		2	14	84	66	4.29	Strongly Agree	
Classrooms			4	52	110	4.64	Strongly Agree	
References/materials		2	14	98	52	4.20	Agree	
Class size	2	36	80	32	16	3.14	Uncertain	
<b>Category Mean</b>	<b>3.92</b>	<b>Agree</b>						

The frequency, item mean and descriptive distribution perception of the respondents on the effect of school-related dynamics on their academic performance in Politics and Governance course is presented in table 2A.2. 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 in Accounting Technology perceive that the school – related dynamics affect their academic performance in Politics and Governance course.



**Table 2A.3**

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

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Civil status of teacher	30	82	36	14	4	2.11	Disagree
Attitude of teachers towards teaching			14	90	62	4.29	Strongly Agree
Absenteeism of teachers				28	138	4.83	Strongly Agree
Tardiness of teachers		2	22	58	86	4.41	Strongly Agree
Low salary of teachers	8	4	94	58	2	3.25	Uncertain
Initiative and resourcefulness of teachers				62	104	4.63	Strongly Agree
Rapport between teacher and student	2	2	30	84	48	4.05	Agree
Teacher's techniques and strategies in teaching			2	94	70	4.41	Strongly Agree
Teaching aides and materials	2	4	76	60	24	3.60	Agree
Voice and tones of teachers		2	18	80	66	4.26	Strongly Agree
Mastery of the lessons among teachers		2	6	84	74	4.39	Strongly Agree
Limited experience and training of teacher		36	90	32	8	3.07	Uncertain
Atmosphere of classroom			2	64	98	4.57	Strongly Agree
Grooming and personality of the teacher		12	44	84	26	3.75	Agree
<b>Category Mean 3.97 Agree</b>							



The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology student – respondents’ perception regarding the effect of teacher – related dynamics on their academic performance in Politics and Governance course. 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 in Accounting Technology perceive that the teacher – related dynamics affect their academic performance in Politics and Governance course.



**Table 2A.4**

**Item Mean and Descriptive Scale Distribution of the in Accounting Technology Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Distance of school from home	16	72	24	38	16	2.80	Uncertain
Attitude of parents toward education		2	6	100	58	4.29	Strongly Agree
Socio-economic status of parents	2	24	48	64	28	3.55	Agree
Availability of learning materials at home	2	2	4	118	40	4.16	Agree
Family values, customs and traditions	14	80	50	14	8	2.53	Uncertain
Parental guidance		2	2	68	94	4.53	Strongly Agree
Broken family	4	34	48	42	38	3.46	Agree
Single parent	12	60	48	30	16	2.69	Uncertain
Environment of the house	4	44	30	58	30	3.40	Uncertain
<b>Category Mean 3.49 Agree</b>							

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accounting Technology student – respondents' perception regarding the effect of home – related dynamics on their academic performance in Politics and Governance course. 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 in Accounting Technology perceive that the home – related dynamics affect their academic performance in Politics and Governance course.

**Table 2B.1**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration Student-Respondents’ Perception with Regard to Student-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

STUDENT-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Poor health of the student				360	16	4.04	Agree
Household chores done at home	8	152	48	168		3.00	Uncertain
Study habits				304	72	4.19	Agree
Absenteeism of student				32	344	4.91	Strongly Agree
Academic accomplishments of student				80	296	4.79	Strongly Agree
Tardiness of student				192	184	4.49	Strongly Agree
Attitudes of student toward education				0	376	5.00	Strongly Agree
Comprehension in the different areas				104	272	4.72	Strongly Agree
Time spend on gadgets/social media			8	176	192	4.28	Strongly Agree
<b>Category Mean 4.38 Strongly Agree</b>							

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration performance in Politics and Governance course. 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 perceive that the student – related dynamics greatly affect their academic performance in Politics and Governance course.

**Table 2B.2**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration Student-Respondents’ Perception with Regard to School-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

SCHOOL-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Geographical location of school				288	88	4.23	Strongly Agree
Textbooks				280	96	4.26	Strongly Agree
Classrooms				112	264	4.70	Strongly Agree
References/materials				184	192	4.51	Strongly Agree
Class size		8	40	248	80	4.06	Agree
<b>Category Mean 4.35 Strongly Agree</b>							

The frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration student – respondents’ perception regarding the effect of school – related dynamics on their academic performance in Politics and Governance course is shown in





table 2B.2. 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 perceive that the school – related dynamics greatly affect their academic performance in Politics and Governance course.

**Table 2B.3**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science Business Administration Student-Respondents’ Perception with Regard to Teacher-Related Dynamics Affecting Their Academic Performance in Politics and Governance Course**

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Civil status of teacher	240	72	64			1.53	Strongly Disagree
Attitude of teachers towards teaching				224	152	4.40	Strongly Agree
Absenteeism of teachers					376	5.00	Strongly Agree
Tardiness of teachers					376	5.00	Strongly Agree
Low salary of teachers			8	216	152	4.38	Strongly Agree
Initiative and resourcefulness of teachers			8	304	64	4.15	Agree
Rapport between teacher and student			40	296	40	4.15	Agree
Teacher’s techniques and strategies in teaching				136	240	4.64	Agree
Teaching aides and materials		8	120	224	24	3.70	Agree
Voice and tones of teachers				32	344	4.91	Agree



Mastery of the lessons among teachers				32	344	4.91	Agree
Limited experience and training of teacher		8	184	176	8	3.49	Agree
Atmosphere of classroom				136	240	4.64	Strongly Agree
Grooming and personality of the teacher		8		232	136	4.32	Strongly Agree
<b>Category Mean</b>	<b>4.23</b>	<b>Strongly Agree</b>					

The presentation of the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration student – respondents’ perception regarding the effect of teacher – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the teacher – related dynamics greatly affect their academic performance in Politics and Governance course.



**Table 2B.4**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting Their Academic Performance in Politics and Governance Course**

HOME-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Distance of school from home		16	160	168	32	3.57	Agree
Attitude of parents toward education			24	154	200	4.47	Strongly Agree
Socio-economic status of parents	8	56	240	32	40	3.11	Uncertain
Availability of learning materials at home				224	152	4.40	Strongly Agree
Family values, customs and traditions		192	152	32		2.57	Disagree
Parental guidance				40	336	4.89	Strongly Agree
Broken family	24	128	216	8		2.55	Disagree
Single parent	40	176	144	16		2.36	Disagree
Environment of the house		40	184	128	24	3.36	Uncertain
<b>Category Mean 3.48 Agree</b>							

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science Business Administration student – respondents' perception regarding the effect of home – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the home – related dynamics affect their academic performance in Politics and Governance course.

**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 in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accountancy student – respondents’ perception regarding the effect of student –



related dynamics on their academic performance in Politics and Governance course. 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 Accountancy perceive that the student – related dynamics greatly affect their academic performance in Politics and Governance course.

**Table 2C.2**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accountancy Student-Respondents’ Perception with Regard to School-Related Dynamics Affecting Their Academic Performance in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accountancy student – respondents’ perception regarding the effect of school –



related dynamics on their academic performance in Politics and Governance course. 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 Accountancy perceive that the school – related dynamics affect their academic performance in Politics and Governance course.

**Table 2C.3**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accountancy Student-Respondents’ Perception with Regard to Teacher-Related Dynamics Affecting Their Academic Performance in Politics and Governance Course**

TEACHER-RELATED DYNAMICS	OPTIONS						
	(SD)1	(D)2	(U)3	(A)4	(SA)5	Item Mean	Descriptive Scale
Civil status of teacher	115	19	7	1		1.25	Strongly Disagree
Attitude of teachers towards teaching			1	43	98	4.68	Strongly Agree
Absenteeism of teachers					142	5.00	Strongly Agree
Tardiness of teachers			4	24	114	4.78	Strongly Agree
Low salary of teachers		12	108	18	4	3.10	Uncertain
Initiative and resourcefulness of teachers				60	82	4.58	Strongly Agree
Rapport between teacher and student			12	64	66	4.38	Strongly Agree



Teacher's techniques and strategies in teaching		2	4	88	48	4.28	Strongly Agree
Teaching aides and materials	4		71	50	17	3.54	Agree
Voice and tones of teachers			14	53	75	4.43	Strongly Agree
Mastery of the lessons among teachers			10	41	91	4.57	Strongly Agree
Limited experience and training of teacher	4	28	47	34	29	3.39	Uncertain
Atmosphere of classroom	4	26	24	45	43	3.68	Agree
Grooming and personality of the teacher	20	25	29	27	41	3.31	Uncertain
<b>Category Mean 3.93 Agree</b>							

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accountancy student – respondents' perception regarding the effect of teacher – related dynamics on their academic performance in Politics and Governance course. 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 Accountancy perceive that the teacher – related dynamics affect their academic performance in Politics and Governance course.

**Table 2C.4**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Accountancy Student-Respondents’ Perception with Regard to Home-Related Dynamics Affecting Their Academic Performance in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Accountancy student – respondents’ perception regarding the effect of home – related dynamics on their academic performance in Politics and Governance course. 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 Accountancy perceive that the home – related dynamics affect their academic performance in Politics and Governance course.

**Table 2D.1**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship Student-Respondents’ Perception with Regard to Student-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship student – respondents’ perception regarding the effect of student – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the student – related dynamics affect their academic performance in Politics and Governance course.

**Table 2D.2**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship 2Student-Respondents’ Perception with Regard to School-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship student – respondents’ perception regarding the effect of school – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the



school – related dynamics affect their academic performance in Politics and Governance course.

**Table 2D.3**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship Student-Respondents' Perception with Regard to Teacher-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

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



The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship student – respondents’ perception regarding the effect of teacher – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the teacher – related dynamics greatly affect their academic performance in Politics and Governance course.



**Table 2D.4**

**Item Mean and Descriptive Scale Distribution of the Bachelor of Science in Entrepreneurship Student-Respondents' Perception with Regard to Home-Related Dynamics Affecting their Academic Performance in Politics and Governance Course**

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

The table presents the frequency, item mean and descriptive distribution of the Bachelor of Science in Entrepreneurship student – respondents' perception regarding the effect of home – related dynamics on their academic performance in Politics and Governance course. 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 perceive that the home – related dynamics affect their academic performance in Politics and Governance course.

**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 in Politics and Governance Course**

STUDENT-RELATED DYNAMICS	Item Mean	Descriptive Scale
Poor health of the student	4.00	Agree
Household chores done at home	2.44	Disagree
Study habits	4.09	Agree
Absenteeism of student	4.86	Strongly Agree
Academic accomplishments of student	4.05	Agree
Tardiness of student	4.01	Agree
Attitudes of student toward education	4.47	Strongly Agree
Comprehension in the different areas	4.60	Strongly Agree
Time spend on gadgets/social media	4.51	Strongly Agree
<b>Category Mean 4.11 Agree</b>		

The table presents the item mean and descriptive distribution of the student – respondents’ perception as a whole regarding the effect of student – related dynamics on their academic performance in Politics and Governance course. 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 in Politics and Governance course.

**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 in Politics and Governance Course**

<b>SCHOOL-RELATED DYNAMICS</b>	<b>Item Mean</b>	<b>Descriptive Scale</b>
Geographical location of school	3.54	Agree
Textbooks	4.20	Strongly Agree
Classrooms	4.03	Agree
References/materials	4.23	Strongly Agree
Class size	3.23	Uncertain
<b>Category Mean 3.85 Agree</b>		

The table presents the item mean and descriptive distribution of student – respondents’ perception as a whole regarding the effect of school – related dynamics on their academic performance in Politics and Governance course. 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 in Politics and Governance course.



**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 in Politics and Governance Course**

TEACHER-RELATED DYNAMICS	Item Mean	Descriptive Scale
Civil status of teacher	1.58	Strongly Disagree
Attitude of teachers towards teaching	4.34	Strongly Agree
Absenteeism of teachers	3.79	Agree
Tardiness of teachers	4.74	Strongly Agree
Low salary of teachers	3.50	Agree
Initiative and resourcefulness of teachers	4.42	Strongly Agree
Rapport between teacher and student	4.04	Agree
Teacher's techniques and strategies in teaching	4.75	Strongly Agree
Teaching aides and materials	3.82	Agree
Voice and tones of teachers	4.64	Strongly Agree
Mastery of the lessons among teachers	4.61	Strongly Agree
Limited experience and training of teacher	3.64	Agree
Atmosphere of classroom	4.35	Strongly Agree
Grooming and personality of the teacher	3.92	Agree
<b>Category Mean 4.01 Agree</b>		

The table presents the item mean and descriptive distribution of the student – respondents' perception as a whole regarding the effect of teacher – related dynamics on their academic performance in Politics and Governance course. 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 in Politics and Governance course.

**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 in Politics and Governance Course**

HOME-RELATED DYNAMICS	Item Mean	Descriptive Scale
Distance of school from home	3.48	Agree
Attitude of parents toward education	4.45	Strongly Agree
Socio-economic status of parents	3.87	Agree
Availability of learning materials at home	3.37	Uncertain
Family values, customs and traditions	3.00	Uncertain
Parental guidance	4.70	Strongly Agree
Broken family	3.20	Uncertain
Single parent	2.91	Uncertain
Environment of the house	3.67	Agree
<b>Category Mean</b>	<b>3.63</b>	<b>Agree</b>

The table presents the item mean and descriptive distribution of the student – respondents’ perception as a whole regarding the effect of home – related dynamics on their academic performance in Politics and Governance course. 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 in Politics and Governance course.

## 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 in Politics and Governance Course Per Course and as a Whole

Dynamic s	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	Absenteeism of students, Academic accomplishments of students, Tardiness of students,	Study habits, Absenteeism of students, Tardiness of students, Attitude of students	Absenteeism of students, Attitude of students toward education, Comprehensio	Absenteeism of students, Attitude of students toward education, Comprehensio



	toward education, Time spent on gadgets/social media	Attitude of students toward education, Comprehension in the Different Learning Areas, , Time spent on gadgets/social media	toward education, Comprehension in the Different Learning Areas, Time spent on gadgets/social media	n in the Different Learning Areas	n 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 and strategies	Absenteeism of teachers, Tardiness of teachers, Initiative and resourcefulness of teachers, techniques and strategies in teaching, Teaching aides and materials, Voice and tone of teachers, Mastery of	Attitude of teachers towards teaching, Tardiness of teachers, Initiative and resourcefulness of teachers, Teachers' techniques and strategies in teaching, Voice and tone of teachers,



	teachers, Mastery of lessons among teachers, Atmosphere of classroom	the teacher	in teaching, Voice and tone of teachers, Mastery of lessons among teachers	lessons among teachers, Limited experience and training of teacher, Atmosphere of classroom, Grooming and personality of the teacher	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

## 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.
- Appropriate 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 enhanced/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 of students

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