



## THE MEDIATING EFFECTS OF TEACHER FACTOR ON THE ACADEMIC PERFORMANCE OF STUDENTS IN POLITICS AND GOVERNANCE COURSE OF THE BACHELOR OF SCIENCE IN ACCOUNTING TECHNOLOGY

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

**ABSTRACT:** *Scholastic achievement of students in the class is demonstrating performance outcomes that show the magnitude to which an 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 Bachelor of Science in Accounting Technology program. Since this study attempted to ascertain the mediating effects on the teacher factor on the academic performance of students, the descriptive normative method of research was used (Fraenkel and Wallen 1993). The descriptive statistics was used to summarize the responses 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 teacher factor affecting the academic performance of the students were used. A questionnaire was utilized to gather information from the respondents This modified data gathering tool was patterned from Addun, Jackielyn D. et al (Unpublished thesis, 2008). This undertaking positively identifies the teacher factor 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.*

**KEY WORDS:** *dynamics, teacher-related, academic performance, absenteeism, tardiness, personality, teachers 'voice and tones*

### 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 ones 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 of 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.

Academic achievement of students in the class is exemplifying performance outcomes that show the magnitude to which an 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).

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**).

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.

## **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 perception of the student-respondents with regard to the teacher-related factor as to:



- 1.1. Civil status of teacher
- 1.2. Attitude of teachers towards teaching
- 1.3. Absenteeism of teachers
- 1.4. Tardiness of teachers
- 1.5. Low salary of teachers
- 1.6. Initiative and resourcefulness of teachers
- 1.7. Rapport between teacher and student
- 1.8. Teacher's techniques and strategies in teaching
- 1.9. Teaching aides and materials
- 1.10. Voice and tones of teachers
- 1.11. Mastery of the lessons among teachers
- 1.12. Limited experience and training of teacher
- 1.13. Atmosphere of classroom
- 1.14. Grooming and personality of the teacher

## STATISTICAL TOOLS

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

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

where:

X = frequency

WX= weighted mean

N = population

F = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	strongly agree
4	3.40-4.19	agree
3	2.60-3.39	uncertain



2	1.80-2.59	disagree
1	1.00-1.79	strongly disagree

## RESULTS AND DISCUSSIONS

**Table 1.a**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Civil status of teacher***

Options	Frequency	Percentage
Strongly Disagree	30	18.07
Disagree	82	49.40
Uncertain	36	21.69
Agree	14	08.43
Strongly Agree	4	02.41
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----2.11-----Disagree</b>		

Table 1.a shows the frequency and percentage distribution of the student-respondents' perception with regard to the civil status of the teacher. As shown from the table, 82 or 49.40 percent of the respondents "*disagree*" that civil status of the teacher can affect their academic performance in their Politics and Governance course. The data further imply that the teachers' civil status have no direct effect on the academic performance of the respondents.

**Table 1.b**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Attitude of teachers towards teaching***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	0	00.00
Uncertain	14	08.43
Agree	90	54.22
Strongly Agree	64	38.55
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.29-----Strongly Agree</b>		



The frequency and percentage distribution of the student-respondents' perception with regard to attitude of teachers towards teaching is revealed in table 1.b. As shown from the table, 90 or 54.22 percent of the respondents "**Agree**" with an item mean of 4.29 that attitude of teachers towards teaching can affect their academic performance in their Politics and Governance course. The data further imply that the attitude of teachers towards teaching have a direct effect on the academic performance of the respondents.

**Table 1.c**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Absenteeism of teachers***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	0	00.00
Uncertain	0	00.00
Agree	38	22.89
Strongly Agree	128	77.11
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.83-----Strongly Agree</b>		

Table 1.c shows the frequency and percentage distribution of the student-respondents' perception with regard to absenteeism of teachers. As shown from the table, 128 or 77.11 percent of the respondents "**strongly agree**" with an item mean of 4.83, which means that absenteeism of teachers can affect their academic performance in their Politics and Governance course. The data further imply that the absenteeism of teachers have a direct effect on the academic performance of the respondents considering that the teachers are primary source of knowledge for their students and that their absence can greatly affect the acquisition of knowledge.



**Table 1.d**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Tardiness of teachers***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	2	01.21
Uncertain	22	13.25
Agree	56	33.73
Strongly Agree	86	51.81
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.41-----Strongly Agree</b>		

In table 1.d, it shows the frequency and percentage distribution of the student-respondents' perception with regard to tardiness of teachers. As shown from the table, 86 or 51.81 percent of the respondents "***strongly agree***" with an item mean of 4.41 that tardiness of teachers can greatly affect their academic performance in their Politics and Governance course. The data further imply that the tardiness of teachers in their classes will short-changed the students with the appropriate knowledge that they deserve to acquire, thus, this will affect their academic performance.

**Table 1.e**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Low salary of teachers***

Options	Frequency	Percentage
Strongly Disagree	8	01.20
Disagree	4	02.41
Uncertain	94	56.52
Agree	58	34.94
Strongly Agree	2	01.21
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----3.25-----Uncertain</b>		

Table 1.e shows the frequency and percentage distribution of the student-respondents' perception with regard to low salary of teachers. As shown from the table, 94 or 56.52 percent of the respondents are "***uncertain***" that low salary of teachers can affect their



academic performance in their Politics and Governance course, considering that the effect of the low salary of teachers are personal experience of the teachers themselves.

**Table 1.f**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Initiative and resourcefulness of teachers***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	0	00.00
Uncertain	0	00.00
Agree	62	37.35
Strongly Agree	104	62.65
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.63----- Strongly Agree</b>		

In table 1.f, it shows the frequency and percentage distribution of the student-respondents' perception with regard to initiative and resourcefulness of teachers. As shown from the table, 104 or 62.65 percent of the respondents "***strongly agree***" with an item mean of 4.63 that initiative and resourcefulness of teachers can greatly affect their academic performance in their Politics and Governance course. The data further imply that the initiative and resourcefulness of teachers in their classes will provide a greater avenue for the students to acquire more knowledge thereby enhancing the theories that they learn and/or available from the textbooks.

**Table 1.g**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Rapport between teacher and student***

Options	Frequency	Percentage
Strongly Disagree	2	01.20
Disagree	2	01.20
Uncertain	30	18.07
Agree	84	50.60
Strongly Agree	48	28.92
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.05----- Agree</b>		



Table 1.g shows the frequency and percentage distribution of the student-respondents' perception with regard to rapport between teachers and students. As shown from the table, 84 or 50.60 percent of the respondents are "**agree**" with a mean of 4.05 that rapport between teachers and students can affect their academic performance in their Politics and Governance course. The data further imply that a smooth interpersonal relationship between the teacher and students should be built in order to provide a more comforting yet respect to authority is still maintained in the classroom.

**Table 1.h**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to Teacher's techniques and strategies in teaching**

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	0	00.00
Uncertain	2	01.20
Agree	94	56.52
Strongly Agree	70	42.17
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.41----- Strongly Agree</b>		

Table 1.g shows the frequency and percentage distribution of the student-respondents' perception with regard to teachers' techniques and strategies in teaching. As shown from the table, 94 or 56.52 percent of the respondents are "**agree**" that teachers' techniques and strategies in teaching can affect their academic performance in their Politics and Governance course. The data further imply that the teachers' technique in the delivery of the subject matter and the different strategies the teacher may employ has believed to enhance the learning assimilation of the students.



**Table 1.i**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Teaching aides and materials***

Options	Frequency	Percentage
Strongly Disagree	2	01.20
Disagree	4	02.41
Uncertain	76	45.78
Agree	60	36.14
Strongly Agree	24	14.46
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----3.60----- Agree</b>		

Table 1.i shows the frequency and percentage distribution of the student-respondents' perception with regard to teaching aides and materials. As shown from the table, 76 or 45.78 percent of the respondents are "*uncertain*" that teaching aides and materials have a direct effect on their academic performance in Politics and Governance course.

**Table 1.j**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Voice and tones of teachers***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	2	01.21
Uncertain	18	10.84
Agree	80	48.19
Strongly Agree	66	39.76
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.26----- Strongly Agree</b>		

Table 1.j shows the frequency and percentage distribution of the student-respondents' perception with regard to voice and tones of teachers. As shown from the table, 80 or 48.19 percent of the respondents are "*agree*" that voice and tones of teachers can affect their academic performance in their Politics and Governance course. The data further imply that the teachers' voice and tones can contribute in the assimilation and understanding of the students on the lesson that is delivered by the teacher if the voice is clear and modulated



**Table 1.k**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Mastery of the lessons among teachers***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	2	01.21
Uncertain	6	03.61
Agree	84	50.60
Strongly Agree	74	44.58
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.39----- Strongly Agree</b>		

Table 1.k shows the frequency and percentage distribution of the student-respondents' perception with regard to mastery of the lessons among teachers. As shown from the table, 84 or 50.60 percent of the respondents are "**agree**" that mastery of the lessons among teachers can affect their academic performance in their Politics and Governance course. The data further imply that the teachers' mastery of the subject matter is the heart of the delivery of an effective and quality teaching process.

**Table 1.l**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Limited experience and training of teacher***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	36	21.69
Uncertain	90	54.22
Agree	32	19.28
Strongly Agree	8	04.82
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----3.07----- Uncertain</b>		

Table 1.l shows the frequency and percentage distribution of the student-respondents' perception with regard to limited experience and training of teachers. As shown from the table, 90 or 54.22 percent of the respondents are "**uncertain**" that limited experience and



training of teachers can affect their academic performance in their Politics and Governance course.

**Table 1.m**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Atmosphere of classroom***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	0	00.00
Uncertain	2	01.21
Agree	66	39.75
Strongly Agree	98	59.04
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----4.57----- Strongly Agree</b>		

Table 1.m shows the frequency and percentage distribution of the student-respondents' perception with regard to atmosphere of the classroom. As shown from the table, 98 or 59.04 percent of the respondents are "***strongly agree***" with a mean of **4.57** that a favorable atmosphere of the classroom can affect their academic performance in their Politics and Governance course. The data further imply that a good and conducive classroom free from any disturbance like noise will provide the students an easier assimilation of the lessons.

**Table 1.n**

**Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to *Grooming and personality of the teacher***

Options	Frequency	Percentage
Strongly Disagree	0	00.00
Disagree	12	07.23
Uncertain	44	26.51
Agree	84	50.60
Strongly Agree	26	15.66
<b>Total</b>	<b>166</b>	<b>100.00</b>
<b>Item Mean-----3.75-----Agree</b>		

The frequency and percentage distribution of the respondents' perception with regard to grooming and personality of the teacher is revealed in table 1.n. majority of the



respondents or 84 (50.60 percent) **“agree”** that proper grooming and a wholesome personality of the teacher can greatly affect their academic performance, believing that the teacher is the best visual aide and material being shown to students.

**Table 2**

**Summary of the 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						Item Mean	Descriptive Scale
	(SD)1	(D)2	(U)3	(A)4	(SA)5			
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 effects of teacher – related factor 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.

## **CONCLUSION**

This study revealed that the civil status, low salary, limited experience and training of the teacher have no direct effect on the academic performance of the respondents. However, the academic performance of the respondents is greatly affected by the other areas of teacher-factor.

## **RECOMMENDATIONS**

- 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.
- 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.



- 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

## BIBLIOGRAPHY

### BOOKS/JOURNALS

- Ardales, Venancio B. (1992). **Basic Concepts and Methods in Research**, Cubao, Quezon City: Great Books Trading
- Bautista, Evelyn P. (1980). **Effect of Grouped and Individualized Instructions on Achievement Scores of Three Ability Group**. The Polytechnic Exchange, Vol I No. 5
- Burmester E; (2009) **What is the Wisconsin School of Performance Report?** Wisconsin: Department of Public Instruction: State Superintendent,.
- Cohen, D. K. & Hill, H. C. (2000). **Instructional Policy and Classroom Performance: The Mathematics reform in California.** *Teachers College Record*
- Cooper D; (2009) **Crisis in Mathematics education.** San Francisco, CA: Jossey Bass,.
- Downie, N.M. and R.W. Heat (1983). **Basic Statistical Methods.** 5<sup>th</sup> edition. New York: Harper and Row Publishers
- Eleazar, Lucy V. (1989) **Standardized Physical Facilities** Philippine Education: Vision and Perspective\_Quezon City: National Bookstore, Inc
- Gaffud, Miguel and Trinidad, Venancio. (1958). **The Community Teacher, Her Competence and Responsibilities,** The Community Schools. Manila: Bookman Publishing, Co.
- Gregorio, German C. (1976). **Principles and Methods of Teaching.** Manila: RP Garcia Co.
- Hanushek, E. A. (1997). **Assessing the Effects of School Resources on Student Performance: An Update.** *Educational Evaluation and Policy Analysis,*
- Harris B; (2013) **Supervision for Effective Teaching.** New York: Longman,.
- Hurlock, Elizabeth B. (1982). **Developmental Psychology.** New York: Mc Graw Hill Book Co.



- Lardizabal, Amparo (1977) **Principles and Methods of Teaching.** Quezon City: Phoenix Publishing House Inc.
- Laylo, Felimino T. (1977) **A Systaltic Approach to Vocabulary Development.** Philippine Journal of Education
- Ligeralde,, Antonio (1993) **Causes of Poor Quality Education.** The Modern Teacher , August Miles M; (2008) **The Dimensions of Curriculum Implementation.** Washington DC: Amacon,
- Ornstein, Allan C. (1992) **Strategies for Effective Teaching.** New York: Happer Collins Publishers
- Pascual, Mariano. **Practice Teaching in Elementary Schools Discipline and Classroom Management.** Manila: Abiva Press
- Quisumbing, Lourdes R. (1989) **Visions for Tomorrow. Philippine Education: Vision and Perspective** Quezon City: National Bookstore, Inc
- Rogers, CR. **The Clinical Treatment of the Problem Child.** Boston: Houghton and Mifflin, Inc.
- San Mateo, Rosalinda A. **Historical, Philosophical and Legal Foundations of Educations**
- Sanchez, CA (1986) **Methods and Techniques of Research,** Revised Edition. Manila: Rex Book Store
- Schneiders, A.A. (1976) **Personality Dynamics and Mental Health.** New York: Holt Co.
- Saiduddin R; (2011) **Implementing Innovation in Schools.** Chicago: University of Chicago,
- Socias, Thomas (1987) **Some Practice of our People which are Deterrents to Effective Learning in the Rural Areas.** Modern Teacher, September
- Sutaria, Minda B. (1989) **Philippine Education: Vision and Perspective** Quezon City: National Bookstore, Inc
- Timothy BJ; (2010) **Exemplary Practice in High School Science and Mathematics.** Australia Journal of Education; 32(1)
- Vundla B; (2012) **School curriculum.** Pretoria: North Publishers
- UNPUBLISHED THESIS/DISSERTATIONS**
- Ammiyao, Airen L. (2002) **Factors Affecting the Performance of Public Elementary School Teacher in Tinglayan District, Division of Kalinga,** (Unpublished Master's Thesis, Kalinga-Apayao State College)
-



- Dumaguing, Felomina A. (1997) **Performance of Students in Science and Technology at the DEMPNHS in Tabuk, Kalinga** (Unpublished Master's Thesis, Cordillera Career Development College)
- Gacadan, Juana D. **Factors Affecting the Performance of the Grade Six Pupils in Cordillera Administrative Region** (Unpublished Master's Thesis, Kalinga-Apayao State College)
- Santos, Marylinda S (2000) **Performance of Grade Six Pupils in the Division of Kalinga**. (Unpublished Doctoral Dissertation, Kalinga-Apayao State College)
- Vano, Amistricia (1983) **Selected Factors Influencing Teaching Performance and Students Achievement in Individualized Instruction in Science I Experimental Classes: Implications for Secondary Teaching** (Unpublished Master's Thesis, University of San Carlos)