

ABSTRACT

ROMAN, AMIEL KENT D., SAPAD, SHEENA MAY S., and VILLAMOR, JANINE C. MARINERS' POLYTECHNIC COLLEGES, NAGA CITY. March 2013. "FACTORS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS OF MARINERS' POLYTECHNIC COLLEGES, NAGA CITY."

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Keywords: Communication Skills, Factors Affect the Academic performance. (Family Factor, Teacher Factor, Student Factor, and Peer Factor)

This study primarily determined the factors affecting the academic performance of students of Mariners' Polytechnic Colleges along a.) Family factor b.) Teacher factor c.) Student factor d.) Peer factor. Specifically it answered the following questions: 1) What is the level of academic performance of the students in terms of listening, speaking, writing, and reading skills? 2) Are there significant differences on the level of academic performance of these students among skills and among courses?

The study used the descriptive survey method. A survey questionnaire was used to gather the data pertinent to the study. Data were subjected to statistical treatment such as frequency count and percentages, weighted mean and ANOVA.

The major findings of the study revealed that for the level of performance along communication skills: a.) Along the listening, findings shows that the comprehension of the students for sufficient vocabulary ranked on top with weighted mean of 3.67, and understanding what you have listened weighted with 3.58 was the lowest. The average weighted mean was 3.63 interpreted as Highly Skilled. b.) Along speaking, practicing courteousness was ranked 1 with a weighted mean of 3.51 was speaking maturely at all times. The average weighted mean for speaking skill was 3.71 which were interpreted as Highly Skilled. c.) Along writing, data show that the highest at rank 1 was the organization of thoughts and ideas with 3.84 weighted mean. Then, ranked 5th was constructing grammatically correct sentences with 3.58 weighted mean. Both were interpreted as

Highly Skilled. The average weighted mean for the writing skill was 3.74 which were interpreted as Highly Skilled. d.) Along reading, Rank 1 was having a good reading pace and Rank 3.5 with the least weighted mean of 3.80 were understanding what they have read; the ability to paraphrase what they read; and the good pronunciation and articulation of words. For the difference of the level of performance among skills and courses a.) $F^c < F^t$ and H^0 is rejected. There is a significant difference on the level of academic performance of the respondents along listening skill and among courses. c.) $F^c > F^t$ and H^0 is rejected. There is a significant difference on the level of academic performance of the respondents along writing skills and among courses. d.) $F^c > F^t$ at 5% significant level, H^0 is rejected. There is a significant difference on the level of academic performance along reading skill and among courses. However, at 1% significant level $F^c < F^t$, H^0 is accepted. There is no significant difference on the level of academic performance along reading skills and among courses. For the factors, a.) the family factor strongly affected the performance of students. Strongly affecting the respondents were the family encouraging them to finish their studies (3.86) and family with strong financial and moral support (3.66). The average weighted mean for family factor was 3.31 interpreted as Strongly Affect. b.) For the teacher factor, the good personality of teachers ranked first with the weighted mean of 3.30 and the lowest was teachers come on time and dismiss the class on time with a weighted mean of 2.66. The average weighted mean for the teacher was 2.89 interpreted as Moderately Affecting the students. c.) The student factor Moderately affected their performance. The feeling of being inspired to finish studies ranked on top with 3.54 weighted mean. This was followed with they set aside their other commitments for the sake of the studies with a mean of 3.49 both interpreted as Strongly Affect. The average weighted mean of students as a factor was 3.13 interpreted as Moderately Affect. d.) The peer factor affected the academic performance of the respondents. Helping each other was the highest factor (3.54), and then by the time of studying ranked as lowest (3.17). Peer factors had an average weighted mean of 3.27 interpreted as Strongly Affect.

The study concludes that 1.) The respondents had a highest level of academic performance in their reading skill and the lowest in their Listening skill, 2.) There is a significant difference in the level of performance of the students along listening, writing, and reading and among courses. There was no significant difference in speaking and among courses, and 3.) Among the factors, the family and the peers strongly affected the academic performance of the respondents and teachers and friends moderately affected their performance.

It is recommended that since the teacher factor was the least that affect the performance o the students in MPC, the administration must implement a definite policy on hiring reliable faculty members and must promote higher standard qualification for the teachers relative to the institution credibility. Teachers are expected to have high degree of professionalism and they are expected to nurture the student's knowledge and skills towards a high level of academic performance.