

Factors Affecting the Academic Performance of Elementary Teacher Education Students in DOrSU-San Isidro Campus, Philippines

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Abstract: Factors Affecting the Academic Performance of Teacher Education Students in DOrSU-San Isidro Campus, Philippines. **Objective:** This quantitative research study aimed to determine the factors affecting the academic performance of students from DOrSU-San Isidro Campus. **Methods:** This study made use of a quantitative type of research design specifically descriptive-survey research design. Mean and standard deviation were used in this study. **Findings:** It is found out that the set of factor that has the highest mean has moderate impact on elementary teacher education students' academic performance. Conversely, the set of factors that have low impact on elementary teacher education students' academic performance are personal condition, study habits, home-related factors and lecturer factor. **Conclusions:** It can be concluded that factors such as personal condition, study habits, home-related factors, and lecturer factor have low impact on the academic performance of elementary teacher education students. On the other hand, school-related factors have a moderate impact on the academic performance of elementary teacher education students. With that, schools and their administrators should look into providing students with conducive learning environment.

Keywords: teacher education, academic performance, survey research design.

Abstrak: Faktor-Faktor Yang Mempengaruhi Prestasi Akademik Mahasiswa Pendidikan Guru di Kampus DOrSU-San Isidro Filipina. **Tujuan:** Penelitian kuantitatif ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi prestasi akademik mahasiswa dari Kampus DOrSU-San Isidro. **Metode:** Penelitian ini menggunakan jenis penelitian kuantitatif dengan desain penelitian survei-deskriptif. Analisis nilai rata-rata dan standar deviasi digunakan dalam penelitian ini. **Temuan:** Ditemukan bahwa himpunan faktor yang memiliki rata-rata tertinggi memiliki pengaruh sedang terhadap kinerja akademik siswa pendidikan guru sekolah dasar. Sebaliknya, faktor-faktor yang berdampak rendah terhadap prestasi akademik mahasiswa PGSD adalah kondisi pribadi, kebiasaan belajar, faktor rumah dan faktor dosen. **Kesimpulan:** Dapat disimpulkan bahwa faktor-faktor seperti kondisi pribadi, kebiasaan belajar, faktor rumah tangga, dan faktor dosen berpengaruh rendah terhadap prestasi akademik mahasiswa pendidikan guru sekolah dasar. Di sisi lain, faktor terkait sekolah memiliki dampak yang sedang terhadap prestasi akademik siswa pendidikan guru sekolah dasar. Dengan itu, sekolah dan administrasinya harus berupaya menyediakan lingkungan belajar yang kondusif bagi siswa.

Kata kunci: pendidikan guru, prestasi akademik, desain penelitian survei.

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■ INTRODUCTION

It is argued that students are the most significant asset of any academic institution. For this reason, monitoring their academic performance and assessing its factors are vital for every institution as this ensure their students' success. Academic performance is an indispensable aspect in producing quality graduates as this is directly associated to economic and social development of the country (Sigh et al., 2016). Further, the students' academic performance reflects their ability to demonstrate the knowledge, competence and skills they have acquired in their classroom discussions. Thus, this is not only evident from the students but also with Higher Education Institutions (HEIs) as it is also a means of measuring the success of their education processes (Ghani et al., 2012).

Academic achievement is argued to be one of the major aspects that employers look for in hiring their employees. This suggests that students need to put great emphasis and effort in their studies to prepare themselves for the many opportunities ahead of them (Olufemi et al., 2018). Moreover, they reported that education system in Nigeria has been in crisis for many years and it is argued to be greatly attributed to the poor financial support from its government. In fact, they have identified several factors, which are greatly correlated to students' academic performance namely students' learning skills, parental background, peer influence, teachers' quality and learning infrastructure or school factor.

Finishing tertiary education is an essential milestone in a person's academic life. Their journey towards achieving this stage is indeed tested by several factors such as adjusting and transitioning to the new environment (Alipio, 2020). Fenollar et al. (2020) argued that predicting and explaining academic performance of students, and assessing the factors affecting it are among of the topics that should receive utmost focus in higher education. Hence, he argued that academic

performance is an important indicator of and institution's performance.

Further, one of the most important concepts that could explain the academic performance of students is the social learning theory, which explains that students' performance is greatly affected by its environment (Sharma et al., 2016). This is supported by Egalite (2016) who revealed that the students' environment including the people around them significantly affect their academic performance.

It is said that academic performance is one of the major aspects that employers look for when hiring their workers. Thus, this suggests that students should focus on improving their performance in school as this could affect their future opportunities (Olufemi et al., 2018).

Many studies have investigated the factors affecting students' academic performance that were previously mentioned. As investigated by Nabizadeh et al. (2019), they argued that academic achievement is significantly related to students' learning skills. Moreover, they found out that cognitive and metacognitive learning strategies are predictors of students' academic achievement. In other words, it is revealed in their study that students who use self-regulating and motivational learning strategies produced higher academic performance. On the other hand, Egalite (2016) argued that family background is significantly related to students' academic performance. On the other hand, he argued that associations with home life and school performance may be driven by differences in school or neighborhood. Contrastingly, students' academic performance is greatly affected by the people around them. Moreover, Bassier (2020) revealed that peer group of the students significantly influence their performance in school. For this reason, he argued that they should be on a type of friends who influences them to become better rather than not. In addition, Barret et al. (2018) revealed that key aspects of the education

system such as its curricula, teachers and infrastructure help improve the quality of education. Further, Nugroho and Wibowo (2020) revealed that schools' infrastructure influences the students' academic performance. Furthermore, they revealed that as teacher become active in the teaching strategies, students take part in their learning more. Thus, teacher effectiveness refers to teachers' measure of quality teaching, which is found out to be significantly related to students' achievement (Akram, 2019).

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learning more. Thus, teacher effectiveness refers to teachers' measure of quality teaching, which is found out to be significantly related to students' achievement (Akram, 2019).

This study aimed to determine the following: 1.) the level of impact of the factors on the academic performance of elementary teacher education students, 2.) which indicator in each of the factor has the highest impact on the academic performance of elementary teacher education students; and 3.) which set of factor has the highest effect on the academic performance of elementary teacher education students at DOrSU-San Isidro Campus, Davao Oriental, Philippines. This study employed a 3-point Likert Scale Questionnaire, which has five (5) indicators namely personal condition, study habits, home-related factor, school-related factor, and lecturer factor. This research instrument was validated in the study conducted by Bastian (1995). Moreover, this was employed in the study conducted by Alos et al. (2015) on the factors affecting the academic performance of the student nurses of BSU.

■ METHODS

Participants

The study included all the DOrSU-San Isidro Campus elementary teacher education students who are currently enrolled for the Academic Year (AY) 2022-2023. The respondents of this study were chosen through total enumeration sampling technique, which involve a total of n=93 elementary teacher education students.

Research Design and Procedures

This study made use of a quantitative type of research design specifically descriptive-survey research design. The survey questionnaire was distributed to the target respondents after signifying their consent to participate in this study. This is followed by the analysis of data gathered and reporting of results.



Figure 1. Research procedure

Instrument

This study employed a 3-point Likert Scale Questionnaire, which has five (5) indicators namely personal condition, study habits, home-related factor, school-related factor, and lecturer factor. This research instrument was validated in the study conducted by Bastian (1995). Moreover, this was employed in the study conducted by Alos et al. (2015) on the factors affecting the academic performance of the student nurses of BSU.

Data Analysis

Mean and standard deviation were used in this study to determine 1.) the level of impact of the factors on the academic performance of elementary teacher education students, 2.) which indicator in each of the factor has the highest impact on the academic performance of elementary teacher education students; and 3.)

which set of factor has the highest effect on the academic performance of elementary teacher education students at DOrSU-San Isidro Campus, Davao Oriental, Philippines.

RESULTS AND DISCUSSION

Factors Affecting the Academic Performance of Elementary Teacher Education Students

Table 1 presents the level of factors affecting the academic performance of elementary teacher education students from the DOrSU-San Isidro Campus in terms of personal condition, study habits, home-related factor, school-related factor, and lecturer factor. The respondents were asked to answer a survey questionnaire through Google Forms. They were asked to identify whether they strongly agree, agree, or strongly disagree to the statements given for each factor.

Table 1. Factors affecting the academic performance of elementary teacher education students

S/N	Factors	Mean	Descriptive Equivalent
Personal Condition			
1	Feeling sleepy in class	1.720	MI
2	Feeling hungry in class	1.602	LI
3	Difficulty in seeing	1.505	LI
4	Difficulty in hearing	1.312	LI
5	Difficulty in breathing	1.172	LI
	<i>General Weighted Mean</i>	<i>1.462</i>	LI
Study Habits			
6	I study only when there is test	1.731	MI
7	I feel tired, bored and sleepy	1.602	LI
8	I prefer listening to radio, watching TV	1.430	LI
9	I like pressing phones, chatting and playing games	1.763	MI
10	I am lazy to study	1.409	LI

11	I am disturbed when studying	1.688	MI
12	I have no time to study at home	1.280	LI
13	I study only when I like	1.613	LI
14	I don't have a comfortable place to study	1.634	LI
15	I copy the assignments of friends	1.215	LI
<i>General Weighted Mean</i>		<i>1.537</i>	LI
Home-Related Factors			
16	I live far from school	2.161	MI
17	I live near the school	1.226	LI
18	I don't live with my parents	1.323	LI
19	Both my parents are working	1.602	LI
20	I do too much domestic works	1.591	LI
21	I have many brothers and sisters	1.710	MI
<i>General Weighted Mean</i>		<i>1.602</i>	LI
School-Related Factors			
22	The time schedule is followed	2.118	MI
23	Online Class is conducive for learning	2.011	MI
24	There is fast internet access in library	1.624	LI
25	Location of classrooms is very far to the residence	1.946	MI
<i>General Weighted Mean</i>		<i>1.925</i>	MI
Lecturer Factor			
26	Teachers discuss many topics in a short period of time	1.731	MI
27	Lecturers give too much memory work	1.817	MI
28	Lecturers always scold students	1.226	LI
29	Lecturers are always late to the classes	1.237	LI
30	Lecturers are frequently absent from classes	1.333	LI
31	Lecturers use lecture method	2.086	MI
<i>General Weighted Mean</i>		<i>1.572</i>	LI

Legend: 1.00-1.66 (Low Impact or LI); 1.67-2.33 (Moderate Impact or MI); 2.34-3.00 (High Impact or HI)

It can be deduced from the results that item *feeling sleepy in class* had the highest mean of 1.720 while item *difficulty in breathing* had the lowest mean of 1.172 for the factor personal condition. In fact, Adeyemi and Adeyemi (2014) revealed that personal factors are significant predictors of academic achievement in college education. Moreover, it is found out in the study conducted by Yu et al. (2018) that when students have high levels of personal well-being they tend to have better personal growth and get high

cumulative grades in their college life. Also, Caprara et al. (2011) argued that when students possess personal characteristics that lead to positive developments would most likely result to academic success. In fact, when students feel more in control of their personal behaviours especially when learning, they tend to yield more favourable outcomes (Ozen Kutanis et al., 2011).

Also, the results revealed that item *I like pressing phones, chatting and playing games* had the highest mean of 1.763 while item *I copy*

the assignments of friends had the lowest mean of 1.215 for factor study habits. James (2009) pointed out that a student who is successful in his desired career has good study habits. On the other hand, studies suggest that only about 2/3 of college students routinely quiz themselves, and a majority of students study only one time for upcoming exams (Baker, 2012). In fact, Jafari et al. (2019) argued that study habits of students are necessary factors that affect their academic performance. They posited that as students encounter much information, they need to employ and apply effective and efficient study skills. When students fail to perform these skills, they will have difficulty in learning what they are supposed to learn. In fact, students who are doing other tasks while studying lose their focus and spent more time studying outside their class. Hence, this contributes to having inefficient study habits (Bellur et al., 2015).

Moreover, it is found out that item *I live far from school* had the highest mean of 2.161 and item *I live near the school* had the lowest mean of 1.226 for home-related factor. In fact, Munir et al. (2020) revealed that family-related factors are causing academic distress to students. On the other hand, Briones et al. (2021) revealed that home-related factors such as parenting styles, student factors, and teacher factors affect academic performance of the students. Thus, they suggested that students should learn to manage their time effectively. Also, teachers should be able to capacitate their students. On the other hand, parents are expected to provide moral and motivational support to their children. In fact, interactions that occur at home have a significant effect on the students' academic performance (Khan et al., 2019). Furthermore, Peteros et al. (2022) revealed that distance to school significantly affects the performance of students in Mathematics. They argued that as students will

have long distance to travel from their homes to their schools, a significant decrease from their academic performance will be noted. This is also seen in the study conducted by Pal Baliyan and Khama (2020) who revealed that study hours after school and the distance students travel from their homes to their schools affect their academic performance in Math. Thus, Peteros et al. (2022) suggested that reliable school transportation must be made available.

Further, it is revealed that item *The time schedule* is followed had the highest mean of 2.118 while item *There is fast internet access in library* had the lowest mean of 1.624 for school-related factor. Zappala (2002) found out that school environment and teachers' expectations from their students have strong influence on student performance. The results are apparent to the claims of Wibowo et al. (2020) who revealed that school climate has a positive impact on student achievement. They further exclaimed that when school climate is supportive to the students, they tend to perform and achieve more academically.

Furthermore, it can be gleaned from the results that item *Lecturers use lecture method* had the highest mean of 2.086 while item *Lecturers always scold students* had the lowest mean of 1.226 for lecturer factor. In fact, Siachifuwe (2017) revealed that teacher-related factors contribute to poor academic performance of students. They further argued that as teachers use abusive language and threaten their students, they tend to feel out of place and eventually become inattentive in class due to their fear or resentment for their teachers. Teachers' communicative competence is essential in their careers (Obilor, 2020). Furthermore, as teachers become less committed in their profession this will lead to poor teaching performance, which yields poor student outcomes. Lectures indeed

have its benefits. However, it must be ensured that these are made more interactive creating a much more engaging classroom activity (Miller et al., 2013). In fact, they reported that in engaging lectures, students are less distracted because it breaks the class into smaller segments, which make students more engaged.

Difference of DOrSU-San Isidro Campus BEEd Students' Academic Performance when Analyzed in terms of their Sex

Table 3 shows the mean and T-Test table for each factor of elementary teacher education students' academic performance when analysed in terms of their sex.

Table 3. Mean and t-test for factors of elementary teacher education students' academic performance when analyzed in terms of sex

Factors	Gender	N	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means (Equal variances assumed)			
					F	Sig.	t	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Personal Condition	Male	11	1.418	.494	1.304	.257	-0.388	.699	-.3064	.2062
	Female	82	1.468	.389						
Study Habits	Male	11	1.718	.402	1.145	.287	1.935	.056	-.0055	.4175
	Female	82	1.512	.322						
Human-Related Factors	Male	11	1.591	.310	0.001	.982	-0.130	.897	-.2070	.1815
	Female	82	1.604	.304						
School-Related Factors	Male	11	1.954	.292	0.444	.507	0.318	.751	-.1772	.2448
	Female	82	1.921	.335						
Lecturer-Related Factors	Male	11	1.682	.431	2.758	.100	1.181	.241	-.0852	.3350
	Female	82	1.557	.314						
General Weighted Average from Recent Semester Attended	Male	11	1.852	.204	0.451	.503	-0.493	.623	-.1558	.0939
	Female	82	1.883	.195						

The results from the t-test for equality of means show that there is no significant difference in the factors affecting academic performance of elementary teacher education students in DOrSU-San Isidro Extension Campus when analysed based on their gender namely personal condition (Male: $M=1.418$, $SD=.494$; Female: $M=1.468$, $SD=.389$), study habits (Male: $M=1.718$, $SD=.402$; Female: $M=1.512$, $SD=.322$), human-related factors (Male: $M=1.591$, $SD=.310$; Female: $M=1.604$, $SD=.304$), school-related factors (Male: $M=1.954$, $SD=.292$; Female: $M=1.921$, $SD=.335$), lecture-related factors (Male: $M=1.682$, $SD=.431$; Female: $M=1.557$,

$SD=.314$). Moreover, their computed $t(2)$ and p value are the following: personal condition ($t=-0.388$, $p=.699$), study habits ($t=1.935$, $p=.056$), human-related factors ($t=-0.130$, $p=.897$), school-related factors ($t=0.318$, $p=.751$), lecture-related factors ($t=1.181$, $p=.241$).

Results show that this study did not conform to the studies conducted by Hershner and Chervin (2014), Putilove et al. (2021), Al-Shawwa (2014) and Unwala (2020) in their studies related to personal condition, and study habits, respectively. A person's condition is affected by several factors, which are crucial in maintaining well-being, and one of the many things

that contribute greatly to its detriment is stress (Hershner & Chervin, 2014). They further argued that college students face sleep deprivations that could have affected their academic performances in school. On the other hand, it can be said that this study did not conform to the claims of Putilov et al. (2021) who found out that men and women have sleeping differences. Further, this study did not conform to the studies of Al-Shawwa (2014) and Unwala (2020) who revealed that more men preferred to study alone than men, and that the study habits of females are better compared to the males, respectively.

On the other hand, the results from the *t*-test for equality of means show that there is no significant difference in the academic performance of elementary teacher education students in DOrSU-San Isidro Extension Campus when analysed based on their gender (Male: $M=1.852$, $SD=.204$; Female: $M=1.883$, $SD=.195$) with a computed $t(2)=-0.493$, $p=.623$. The 95% confidence interval for this difference shows that on the average, the academic performance of male BEEd students only exceed those of the female BEEd students by a magnitude of 0 to .0939.

It can be deduced from the findings that both male and female BEEd students performed fairly well in their academic activities. The results of this study did not conform to the findings of Hartley and Sutton (2013) who revealed that generally, female students are more successful in school than male students. In contrast, studies in early years revealed that there are rather inconsistent results involving gender differences in various domains of school achievement (Weis et al., 2013). Moreover, Adigun et al. (2015) revealed that although males had a slightly better academic performance than females, it is found out that it was not significant. Thus, it was recommended that these students should be provided with the best education they deserve. Furthermore, this conforms to the study of Goni et al. (2015) who revealed that there was no

significant difference on the academic performance of students in Colleges of Education in Borno State. On the other hand, the results of the study disagreed to the claims of Parajuli and Thapa (2017) who revealed that students' gender is significantly associated to their academic performance. This is also seen through the work of Ghazvini and Khajehpour (2011) who found out that there are differences in the male and female students' cognitive-motivational functioning in the academic environment. Furthermore, this is also seen through the work of Kisigot et al. (2021) who revealed that there was a relationship between students' gender and academic achievement. They are argued that gender have effects on their academic achievement.

■ CONCLUSIONS

In the light of the abovementioned results, the following conclusion and recommendations were drawn:

It can be concluded that factors such as personal condition, study habits, home-related factors, and lecturer factor have low impact on the academic performance of elementary teacher education students. On the other hand, school-related factors have a moderate impact on the academic performance of elementary teacher education students.

With that, schools and their administrators should look into providing students with conducive learning environment. An environment that is inclusive and goal-oriented. This claim is apparent to the findings of Wibowo et al. (2020) who revealed that school climate has a positive impact on student achievement. They further exclaimed that when school climate is supportive to the students, they tend to perform and achieve more academically.

Indeed, every child is a potential genius. With that, schools should develop programs and activities that are inclusive. Moreover, teachers

should provide appropriate disciplinary actions to students and an instruction that is unbiased.

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