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Correlation of Demographic Profile and Selected Indicators on the Academic Performance of the Office Management Students of PUP- Parañaque Campus

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Abstract:

The objective of this study is to determine the significance between the demographic profile and the indicators on the academic performance of the Office Management students. The following indicators are considered: (a) Test Anxiety; (b) Test Competence; (c) Academic Competence; (d) Time Management; and (e) Study Habits. The researchers used the descriptive design for the study. A total of 353 students, corresponding the total population of the program from all year levels- first year to third year were surveyed using a survey questionnaire. The results were tallied and treated using the SPSS program. Weighted means were computed and analyzed, while T-test, One-way ANOVA and Tukey's Test were used to determine and interpret the significance of the variables used in the study. Results shows that age, gender and year level have significance on the academic performance of the students particularly in

taking examinations where students are experiencing 'test anxiety'. Results also shows that most students are competent enough yet they are experiencing difficulties in managing their time for their studies. Also age also does affects the time management as well as the study habits of the students. Thus, researchers recommend extended faculty communication to students, development of teaching strategies and techniques, development of effective curriculum and faculty seminars and trainings for improvement. Sustainable academic performance is important to be implemented in an educational institution.

Key words: Correlational Analysis, Academic performance, Office Management Students, Test Anxiety

INTRODUCTION

Students are the key assets of the universities. Primarily, they play a vital role in the reputation of their school. In most universities, student's academic performance is the basis of the quality of education that the institution is offering. The students' performance is important in producing quality graduates that will become a future leader and manpower of the country that will help in the improvement of the economy.

In present days, education is very much important especially for the young age. It serves as their passport in having a good living in the future. Without doubt that student's nowadays will be the future leaders of the society. However, the journey towards this dream is like a roller- coaster ride for the students.

Societies nowadays have used education as an instrument for national development while students' academic performance has the great impact on their professional career development'.[1] The students' academic performance has been a

vital sign of the student's progress in education. It serves as indicators of how he is performing in his studies.

However, various obstacles hinders the students to perform well in the class affecting their academic performances. Most students who were in higher education are experiencing low academic performance. Time management, test anxiety, study habits, academic competence and poor facilities were the common factors. These factors are the stressors of the students resulting to low or poor grades in various subjects. In effect, students experienced psychological and emotional discomfort. Often, students who failed in the subject tend to get lazy in their studies.

Various studies on academic performance reveals that 'test anxiety' was the main reason of students' poor academic performance and it has a detrimental effect to the students. Test anxiety is define as 'the reaction to stimuli that are associated with an individual's experience of testing or evaluating situations'.[2] It may be interpreted as the reaction of the students to the examinations. In most cases, students felt the anxiety according to the type of exam, format and the difficulty of the exams. Students who suffered from test anxiety often seek for assistance from their subject teachers.

Time management is also a common problem in the tertiary level. Students in this level tend to be more easy-going, thus, left their study behind. In Philippines, more students are employed as working student to support their studies. Because of workload, students are having less time for their home works and reviews. As a result, they got low scores in examinations and more likely suffers test anxiety due to lack of preparations.

Teachers played a significant role in the performance of the students and are responsible in their poor performance. In most cases, experience, behavior and strategies of the teaching affects the learning ability of the students. For instance, a dispassionate teacher affects the interest of the students to

learn the lessons.[3] Teaching strategies as well is important in imparting the lessons to the mind of the students. Effective teaching boosts the performance of the students. Moreover, student-teacher communication and relationship is also a factor that will help students gain eagerness and interest in their studies.

Such indicators for academic performance will be avoided when students and teachers will think of strategies for the allotment of time in their activities. It is still in the hands of the teachers and the students themselves the future of their studies.

OBJECTIVE OF THE STUDY

The objective of this paper is to determine the significant relationship between the students' demographic profile and the selected indicators affecting their academic performance using the survey questionnaire wherein the results are beneficial for the students to learn on how they will manage their studies and for the faculty/ instructors to develop their teaching strategies and for guiding their students.

For the research paradigm, the researchers made use of the IPO model (Input- Process- Output). Survey questionnaires were given to the respondents with the demographic profile (age, gender and year level) and the indicators affecting the academic performance (Test Anxiety, Academic Competence, Time Management, Test Competence, and Study Habits) as variables. The results were then treated using the SPSS for analysis of data. Weighted Means were taken. Furthermore, Post Hoc Analysis, T-test and One Way ANOVA were used to determine the significant difference among the study variables.

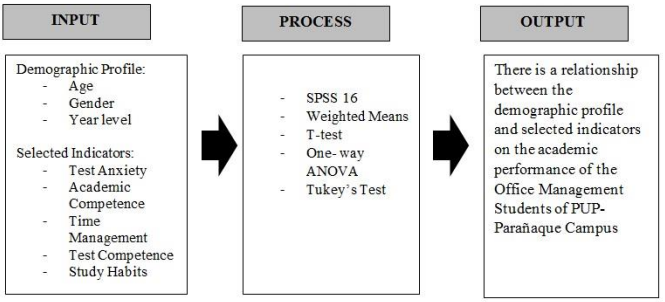

Figure 1. Research Paradigm

STATEMENT OF THE PROBLEM

This study aims to answer the following questions:

1. What is the profile of the respondents in terms of:
   a) Age
   b) Gender
   c) Year level

2. What are the common responses of Office Management Technology Students in terms of the following categories?
   a) Test Anxiety
   b) Academic Competence
   c) Test Competence
   d) Time Management
   e) Study Habits

3. Is there a significant relationship and difference between the students' demographic profile and the selected indicators of the academic performance Office Management Students?

Scope and Limitations

This study surveyed the total population of the Office Management students enrolled in the first semester of the school year 2015-2016. There were 353 total respondents

surveyed with 211 females and 142 males. The respondents were form the different level of the program- first year, second year and third year.

REVIEW OF RELATED LITERATURE AND STUDIES

This section presents the reviews of different related literatures and studies summarized from writings of various persons and researchers expert in their fields.

Foreign Literature and Studies

Sansgiry (2006)[4] emphasizes that the 'identification of indicators affecting the achievement and the academic performance of the students are the great quest of the teachers and educational researchers'. In his study conducted to 198 Pharmacy (PharmD) students from different year levels and with different subjects, he conducted a lecture for a week and a test after a week. He found out that student experienced a low to moderate anxiety during examinations. However, students felt 'nervous' during examinations. He also found out that students still felt little anxiety even they are prepared in the test. Further, based on the analysis of the results, he found out the 'perceptions to course' had a great correlation to the test anxiety students' were experiencing. While, time management has no significance to test anxiety. Also, age have significance to test anxiety, with young students have low anxiety level compared to those older ones. Other variables he used in his study such as gender, employment, marital status, ethnicity, number of children, and number of student organizations have no significance to test anxiety. He also cited that interventions aimed to reduce test anxiety may improve academic performance in pharmacy students.

A study conducted by Farooq (2011)[5] to 600 10^{th} grade secondary students from 12 schools in metropolitan city in

Pakistan regarding factors affecting the students' academic performance revealed that socio-economic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. However, parent's occupation' were found no significant to the academic performance of the students. He also found out the students with high and average SES exhibits higher performance compared to those with lower SES. Also, he concluded in his study that females performed better than males in Mathematics and English subjects.

Another research on the relationship of 'time management' and 'academic performance' was conducted by the group of Miqdadi (Miqdadi, et al, 2014)[6] to the male freshmen and sophomore students of Petroleum Institute (PI) in Abu Dhabi, the UAE. They surveyed the students regarding the problems procrastination, disorganization, interruptions and work load stress. They found out that time management affects the academic performance of the students. Based on the results, students do their home works 'just before the deadlines'. Students also mostly studied their lessons in no more than 3 hours a day. They also found out that most students can be easily disturbed when they studied maybe due to distraction from peers or from surroundings.

Cerna and Pavliushchenko (2015)[7] conducted a classroom observation in International Colleges in Shanghai to students enrolled Business Administration and International Trade and Economics coming from thirty eight different countries with a total sample size of 174 students, working students, business owners and working in family's company. The respondents diverse multi-culturally. They observed that among the respondents, those from low- context countries and individualist were performing high in the class. Furthermore, during failure or getting low scores in examinations, they tend to 'look for the professor and utilize facts from the class, reading

materials and personal considerations in order to get the marks they believe they deserve'. On the other hand, most low-performing students are from high-context and collectivistic countries and prefer to remain quite for the whole semester unless they are asked by their professors. Their participation in class were also short and do not prefer the use of reading materials for reviews. Also, low performing students often missed three (3) times in their classes.

Study habits seem to be an important determinant of academic performance. It becomes apparent that there exist study habits of universal value that could be taught, monitor and tested along the study process. [7]

Local Literature and Studies

Andaya (2016)[8] conducted a study on the factors that affects the academic performance of the indigenous people students of Philippine Normal University- North Luzon. Among the factors that Andaya used in the study, it revealed that 'instructional factors' greatly influenced the academic performance of the students. This implies that for the students to perform well in the class, the teachers shall 'meaningful and authentic learning activities' (Andaya, 2016) [8] that help enable knowledge construction. She concluded that the academic performance was affected by both student and teacher, however, the success and failure of the students relies on their hands.

Another study on academic performance was conducted by Alos (2015)[9] on the nursing students. Among the indicators used, it showed that students 'feel sleepy in the classes, thus, influence their performance. Also, students 'studied only when there is quiz' based on the result. Moreover, under teacher-related indicator, it revealed that the attendance of the teacher in class including punctuality affects the performance of the students as well.

Falsario (2014)[10] made a correlation study between the classroom climate and the academic performance of the BEEd and BSEd students. Based on the results, it revealed that BEEd students felt comfortable in their classroom and rated it as 'highly conducive' for learning. This satisfies the other result of the study which showed that BEEd students exhibits 'Very Good' in academic performance. Both BEEd and BSEd students prefer to have a 'Democratic' style of teachers' leadership in the classroom.

A study on study habits correlated to attitudes was conducted to freshmen students. Results showed that students generally do not approve teacher methods and classroom management, and have inefficient time management. Furthermore, the high achievers have better score on all subcategories; study habits, study attitudes, delay avoidance, work method, attitude towards teacher and attitude towards education compared to the low- achiever students. Utilization of study hours, taking a minute review of answers before passing the exam paper and working hard to pass on a less- liked subject were cited as few of the favorable study habits of the students. While quitting on studying the lessons, daydreaming distraction in the class, wasting too much time in talking, watching TV, listening to radio and going to cinemas were the unfavorable habits and attitudes of the students. Moreover, those in low-achievers felt that their teachers are exercising too much authority in the class, narrow-minded, they didn't explain the activities well and are arrogant and conceited. (Aquino, 2015)[11]

RESEARCH METHODOLOGY

This section describes the methods applied in this study. It shows the statistical tool and treatment used in the research.

Research Design

This research is descriptive in nature which uses survey questionnaire. This paper will determine the significant relationship of the variables (dependent and independent) after being treated statistically and results were interpreted.

Population and Sample

There were 353 total respondents which corresponds to the total population of the Office Management enrolled in the first semester of the school year 2015-2016. The respondents were from the three levels of the program- first, second and third year levels.

Year Level	Frequency
First Year	217
Second Year	95
Third Year	41
TOTAL	**353**

Table 1. Distribution of Respondents

Table 1 presents the distribution of the respondents by year level.

Research Instrument

The researchers made use of the survey questionnaire to gather data from the respondents. Level of Agreeableness of the Likert Scale were used in scaling the responses of the respondents.

Verbal Interpretation	Scale
Strongly Disagree	1.00-1.75
Disagree	1.75-2.50
Agree	2.51-3.25
Strongly Agree	3.26-4.00

Table 2. Level of Agreeableness (Likert Scale)

Table 2 presents the degree of agreeableness as responses to the items in the questionnaires.

Data Gathering Procedure

The researchers first obtained the population of the enrolled students of the program. Then the survey questionnaires were personally distributed to the respondents and were retrieved on the same day. Results were then collated and tallied using the SPSS program.

Statistical Treatment

In the analysis of the data, the researchers use the appropriate statistical tools, which were the basis in answering the specific objectives in hypothesis in this study.

SPSS was used to analyze the study data. Weighted means are computed. T-test, One Way ANOVA and Tukey's Test were used to determine the significance among the study variables.

T-test is used to determine if two sets of data are significantly different from each other, and is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. While **One Way ANOVA** was used to compare two or more means to enable the researchers to draw various results and predictions about two or more sets of data.

Formula for T-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

$\bar{x}_1$ = Mean of first set of values

$\bar{x}_2$ = Mean of second set of values

S_1 = Standard deviation of first set of values

S_2 = Standard deviation of second set of values

n_1 = Total number of values in first set

n_2 = Total number of values in second set.

Formula for Standard Deviation:

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where,
x = Values given
$\bar{x}$ = Mean
n = Total number of values.

Formula for Weighted Mean:

$$\bar{x} = \frac{\Sigma x}{n}$$

Where,
Σx = sum of all data values.
n= no. of data items in sample.

RESULTS AND DISCUSSION

This section discusses the results obtained from the data based on the responses of the respondents. The results will answer the problems stated in the previous part of this paper.

1. What is the demographic profile of the respondents?

Table 3. Summary of Percentage of Office Management Students by Age

Age Interval	Frequency	Percentage
15-17	139	39.4
18-20	204	57.8
21 above	10	2.8
TOTAL	**353**	**100**

The table above shows the summary of percentage of Office Management Students according to their age. Most of the respondents were at the age 18-20 years old with a frequency of 204 or 57.8% of the population.

Table 4. Summary of percentage of Office Management Students by Gender

Gender	Frequency	Percentage
Male	142	40.2
Female	211	59.8
TOTAL	**353**	**100**

Table 4 shows that most of the respondents were female with 59.8% or 211 respondents. Only 40.2% or 142 students were males.

Table 5. Summary of Percentage of Office Management Students by Year Level

Year Level	Frequency	Percentage
First Year	217	61.5
Second Year	95	26.9
Third Year	41	11.6
TOTAL	**353**	**100**

Table 5 presents the distribution of the respondents by year level. Respondents were greatly from the first year with a percentage of 61.5%. Ninety five or 26.9% of the respondents were sophomore students and only 41 students or 11.65 were in the third year levels.

2. What are the common responses of Office Management Students in terms of the following categories?

Table 6. Summary of Weighted Mean of Office Management Students in Test Anxiety

Checklist	Weighted Mean	Verbal Interpretation
1. Thoughts of doing poorly interfere with my performance on examinations	2.75	Agree
2. During an examination I frequently get so nervous that I forget facts I really know	2.77	Agree
3. While taking an important exam, I perspire a great deal	2.81	Agree
4. During examinations, I find myself thinking of things unrelated to the actual study material	2.54	Agree
5. I feel very panicky when I have to take an exam	2.34	Disagree
6. After important tests, I am frequently so tense that my stomach gets upset	2.36	Disagree
7. I usually feel my heart beating very fast during an exam	2.67	Agree
8. I usually get very depressed after taking an exam	2.35	Disagree
9. I wish examinations did not bother me so much	3.08	Agree
10. Even when I'm well prepared for a test, I feel very anxious about it	3.00	Agree
TOTAL	**2.67**	**AGREE**

Table 6 shows the weighted mean of the students in terms of test anxiety. Three (3) of the items were responded by the respondent with 'Disagree' (i.e. items 5, 6 and 8 with weighted means of 2.34, 2.36 and 2.35 respectively). The results implies that the respondents are calm and they don't feel tense and depressed during and after the examinations. At a weighted mean of 2.67, the respondents 'Agreed' on the rests of the items. In general, the respondents were somehow distracted and had anxiety when taking exams.

Table 7. Summary of Weighted Mean of Office Management Students in Academic Competence

Checklist	Weighted Mean	Verbal Interpretation
1. I am able to manage the academic course load in the school so far.	2.98	Agree
2. I can easily understand course material taught in the school.	2.96	Agree
3. I find the courses taught in the school interesting.	2.94	Agree
4. I am enjoying the classes offered in the curriculum.	2.97	Agree
5. I always do my best to understand the course material taught in the School.	3.25	Agree
TOTAL	**3.02**	**AGREE**

Table 7 presents the weighted mean of the students in terms of academic performance. At a total weighted mean of 3.02, it shows that the respondents 'Agreed' on all the indicators stated in this section of the survey. This implies that they are competent and they can pass the examinations.

Table 8. Summary of Weighted Mean of Office Management Students in Test Competence

Checklist	Weighted Mean	Verbal Interpretation
1. I can easily manage the amount of study material taught for an exam.	2.63	Agree
2. I do not find it difficult to prepare for examinations.	2.60	Agree
3. I can easily cope with examination tension.	2.63	Agree
4. I have great difficulty managing the amount of study material for examination.	2.59	Agree
TOTAL	**2.61**	**AGREE**

The table above shows that at a weighted mean of 2.61, the respondents 'Agreed' that they are competent enough in examinations. However, respondents answered 'Agree' on the

item no. 4, which means that they have difficulty in studying all that covers the examinations.

Table 9. Summary of Weighted Mean of Office Management Students in Time Management

Checklist	Weighted Mean	Verbal Interpretation
1. I find it very difficult to combine my study and leisure time.	2.74	Agree
2. I find it difficult to study regularly	2.71	Agree
3. I usually end up "cramming" for examinations	2.68	Agree
4. I can organize my study and leisure time easily	2.56	Agree
5. I always start preparing for an examination well in advance	2.74	Agree
TOTAL	**2.69**	**AGREE**

Table 9 shows the weighted mean of the students in terms of time management. With a total weighted mean of 2.69, respondents 'Agree' on the items indicated. However, with the weighted means on the items 1, 2 and 3, it implies that they lack in time management which affects their preparation for the examinations. But, they 'Agree' that can organize their time in leisure and studies and they prepare in advance before the examination.

Table 10. Summary of Weighted Mean of Office Management Students in Study Habits

Checklist	Weighted Mean	Verbal Interpretation
1. While I am studying, I regularly try to find out what questions professors may ask and how they may ask the questions.	2.99	Agree
2. I plan well in advance for the best way of handling a study subject.	2.90	Agree
3. I review course material with my classmates while studying for examinations.	3.10	Agree

4. I test my knowledge before taking an examination by means of mock examinations, tests, asking questions, etc.	3.16	Agree
5. While studying, I regularly summarize the course material in my own words.	3.14	Agree
TOTAL	**3.06**	**AGREE**

At a weighted mean of 3.06, Table 10 implies that the student-respondents are doing a good study habits.

3. Is there a significant relationship and difference between the students' demographic profile and the selected indicators of the academic performance Office Management Students?

To test the significant relationship between the demographic profile and the indicators for academic performance, we used the T-test for the gender and One- way ANOVA for the age and year level. From the computed results, we can interpret and determine the significant relationship of the variables indicated. The following are the research hypotheses:

T-TEST HYPOTHESES
H_0: There is no significant relationship between the genders of the respondents in terms of the indicators of academic performance.
H_a: There is a significant relationship between the gender of the respondents in terms of the indicators of academic performance.
Rejection Rule: If p-value is less than the level of significance which is 0.10, reject null hypothesis.

ONE WAY ANOVA HYPOTHESES
H_0: There is no significant relationship between the age and year level of the respondents in terms of the indicators of academic performance.
H_a: There is at least one which is significant relationship between the age and year level of the respondents in terms of the indicators of academic performance.
Rejection Rule: If p-value is less than the level of significance which is 0.10, reject null hypothesis.

Table 11. Significant Relationship in T-test based on Gender

	p-value	Verbal Interpretation
Test Anxiety	0.09	Significant
Academic Competence	0.98	Not Significant
Test Competence	0.85	Not Significant
Time Management	0.38	Not Significant
Study Habits	0.82	Not Significant

Level of significance 0.10, p-value 0.09.

Table 11 shows that at 0.09 p-value, by rule of rejection, the H_a will be accepted and reject the null hypothesis. Thus, 'Gender' and 'test anxiety' has a significant relationship in the academic performance of the respondents. It means that 'gender' has an effect to the 'test anxiety' of the students. While 'gender' has no effect on the 'academic competence', 'test competence', 'time management' and 'study habits'.

Table 12. Significant Difference in One Way ANOVA based on Age.

Selected Indicators	p-value	Verbal Interpretation
Test Anxiety	0.06	Significant
Academic Competence	0.24	Not Significant
Test Competence	0.37	Not Significant
Time Management	0.05	Significant
Study Habits	0.02	Significant

Level of significance 0.10, p-value 0.06, 0.05 and 0.02.

Table 12 shows the significance of 'Age' on the indicators of academic performance using the One- way ANOVA. By level of significance and by rule of rejection, 'Age' has significant difference to 'test anxiety', 'time management' and 'study habits'. This means that 'age' affects the three indicators of academic performance which may result to poor or low grades of students. On the other hand, 'age' has no effect to the academic and test competency of the student respondents.

Table 13. Significant Difference in One Way ANOVA based on Year Level

Selected Indicators	p-value	Verbal Interpretation
Test Anxiety	0.075	Significant
Academic Competence	0.193	Not Significant
Test Competence	0.996	Not Significant
Time Management	0.124	Not Significant
Study Habits	0.381	Not Significant

Level of significance 0.10, p-value 0.075.

Table 13 shows the significant difference of 'year level' to the indicators of academic performance using the One- way ANOVA. Based on the results, among the indicators, only 'test anxiety' has a significant difference to 'year level' and other indicators have no significance at all. This may implies that as the year level goes higher, students also feel anxious during examinations but it does not affect their competence, time management and study habits.

For further analyses, the researchers used the Tukey's Test to understand the significant difference of the variables from one another. The results are as follows:

Table 14. Tukey's Test for Test Anxiety in Terms of Year Level

	Year Level		p-value	Verbal Interpretation
Test Anxiety	First Year	Second Year	0.075	Significant
		Third Year	0.492	Insignificant
	Second Year	First Year	0.075	Significant
		Third Year	0.914	Insignificant
	Third Year	First Year	0.492	Insignificant
		Second Year	0.914	Insignificant

Table 14 shows the significance of the students' year level in having test anxiety. Based on the results, there is a significance on the test anxiety of the first year and second students. This would mean that first year level students are prone to stress

compared to those in second and third year level which may affect their academic performance.

Table 15. Tukey's Test for Test Anxiety in Terms of Age

	Age Bracket		p-value	Verbal Interpretation
Test Anxiety	15-17	18-20	0.757	Insignificant
		21-above	0.105	Insignificant
	18-20	15-17	0.757	Insignificant
		21-above	0.057	Significant
	21-above	15-17	0.105	Insignificant
		18-20	0.057	Significant

Table 15 presents the significance of 'age' to test anxiety of the students. At a p- value of 0.057, age has significance in having test anxiety. This means that anxiety is common to those students aged 18 and above and insignificant or do not significantly affects those students in lower ages.

Table 16. Tukey's Test for Time Management in Terms of Age

	Age Bracket		p-value	Verbal Interpretation
Time Management	15-17	18-20	0.682	Insignificant
		21-above	0.100.	Insignificant
	18-20	15-17	0.682	Insignificant
		21-above	0.049	Significant
	21-above	15-17	0.100.	Insignificant
		18-20	0.049	Significant

The table above shows the significance of 'age' in having 'time management' in studies. Shown in Table 16, those students whose age are in the bracket of 21-above has significant relationship on time management compared to 15-17.

Table 17. Tukey's Test for Study Habits in Terms of Age

	Age Bracket		p-value	Verbal Interpretation
Study Habits	15-17	18-20	0.014	Significant
		21-above	0.951	Insignificant

	18-20	15-17	0.014	Significant
		21-above	0.793	Insignificant
	21-above	15-17	0.951	Insignificant
		18-20	0.793	Insignificant

Table 17 shows the significance of age to the study habits. Results show that students aged 15-17 has significant relationship on study habits compared to those 18-20 and 21-above.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Distribution of the Respondents

The total number of respondents were 353 which came from the three year levels of Office Management program- first year, second year and third year. Using a survey questionnaire, the respondents were ask to respond on the indicators of each of the variables given which they think has a relationship or effect in their academic performance.

T-test was used to determine if there is a significant relationship between the gender and the indicators that affects the academic performance of the students.

Furthermore, One- way ANOVA was used to determine the significance of age and year level to the indicators of academic performance.

Also, Tukey's Test was used to interpret differences among the indicators in relation to the demographic profile of the respondents

Findings

Overall Findings on the Analyses of the Study

Using the results of the Weighted Mean, respondents 'Agree' on indicators stated in the questionnaires, whether expressed in negative or in positive statements, which means that they

believed that those indicators have great effects on their academic performance.

Based on the results, only test anxiety has a significant relationship to gender which means that gender has an effect in having a test anxiety of the students which affects their academic performance.

Based on the results, age affects the 'test anxiety', 'time management' and 'study habits' of the Office Management students. While year level has significance to the 'test anxiety' of the students.

Results showed that age mostly affects the time management and the study habits of the students.

CONCLUSIONS

Based on the findings, analyses and interpretations of data, the following conclusions have been drawn:

1. The demographic profile of the respondents (i.e. Age, gender and year level) affects in some of the indicators to the academic performance of the students.

2. Age, gender and the year level of the students caused anxiety to students during examination.

3. Students agreed that they are academically competent and practiced good study habits. However, they have difficulty in managing their time for reviews during examinations and other academic activities.

4. Test anxiety are common to the freshmen students and students aged 18 and above.

RECOMMENDATIONS

The following recommendations are suggested for the improvement of the both academic performance of the students and teaching effectiveness of the faculty and instructors:

1. Students shall practice time management for academic and extra- curricular activities.
2. Students shall initiate group discussions and/or group reviews before examinations to share and adopt ideas and lessons from peers. This will somehow develop camaraderie and boost confidence.
3. Change the study habits as well as attitude and behavior.
4. Professors shall create or develop teaching techniques that will easily imparts the lessons to the students. The use of technology will create a deeper impact to the teaching and learning of the students.
5. Professors shall facilitate classroom activities that will enable the students boost their esteem and confidence.
6. Extend further communication with the students to address problems related to their studies.
7. Professors shall initiate periodic consultation to students regarding their academic standing and advice improvements.
8. Develop curricula or lesson plans that will address the common problems on the students' academic performance indicated in this study.
9. Hold periodic seminars and trainings for the faculty members regarding effective teaching, teaching techniques and strategies.
10. Ensure sustainable academic performance for the students and teaching performance for the professors.

The above mentioned recommendations can be an offshoot for the concerned authorities for the development of teaching and other academic- related matters.

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