

Determinants of CBMA Students Academic Performance

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ABSTRACT

The study was conducted to determine the factors that influence student's academic performance. Respondents of the study were the 309 students of the Eastern Samar State University – Main. In terms of their parents employment, there were more number of students whose monthly family income is P5,000 and less. These only confirm poverty incidence in the province where most of these students reside. Majority of the students have satisfactory level of performance. The socio-economic status of the family and teachers role is obviously influential in his academic achievement.

Two of the selected factors, study habits and socio-economic status, came out as significant determinants of the students' academic performance. Findings show that the study habits and their socio-economic status significantly influence the academic performance of the students.

Key words: academic performance, study habits, socio-economic status, teacher competence, students, faculty member, general weighted average, determinants

I. Introduction.

The development of any community or country depends largely on the quality of education. It is believed that for any true development must start with the development of human resources specially the youth.

At the tertiary level, one of the most popular undergraduate programs that produced the most number of graduates is Business Education. Wherever you go, whatever universities you will inquire, a typical college or university always include business education as part of the university offering.

It is expected that the Eastern Samar State University is providing educational quality and excellence to its clientele specially that it is the only university existing in the province. The College of Business Management and Accountancy of Eastern Samar University Main Campus aim to have the best students which our country needs today. It has a very important role in shaping the lives of its students. It should produce graduates who could fit into the developmental needs of the province and of the country as a whole. Business educators should look for ways to assist students in coping with the demands of the course to prepare them to become productive and achievers in their field of endeavour. Students of the College must have a strong foundation because business and industry prefer to hire competent graduates who could perform best the work. Academic performance is a determinant of students' employability in the future. If students perform poorly in class, chances are that they will be retained in the program and will have difficulty in finding work. But when students perform best in class then it has a greater opportunity of finding a better job. It is in the interest of this study to explore the determinants of such performance and ways of improving the performance.

1.1 Nature and Significance of the Study

The utmost significance of the study focused to the following:

University Administrators. They will be able to determine on what programs they can formulate to help students excel in their studies through conducting school activities or academic programs that can help the student's in their studies and improve performance.

Faculty Members. This will help instructors with a new direction to take towards helping students deal with their studies in spite of the factors affecting it.

Parents. They will be able to realize their crucial role on their children's academic performances. This study will make them be aware of their importance in their children's life through assisting them in coping with the demands of the course.

Students. Results of this study will help students realize the factors that influence their academic performance. Thus, they will be able to manage their studies. This will serve as a motive for them to be more serious with their studies in spite of the factors affecting it.

1.2 Research Questions

The study aims to determine the factors that influence student's academic performance in CBMA, ESSU main.

More specifically, the study aims to answer to the following questions:

- a. What is the profile of the respondents in terms of sex, year level/course, parents employment and family income?
- b. What is the level of academic performance of CBMA students in CBMA, ESSU – main campus in terms of General Weighted Average?
- c. Is there a significant association between each of the following factors and the level of academic performance of CBMA students?
 - Study Habits
 - Socio-Economic Status
 - Teaching Competence
- d. Taken in combination, which of the factors significantly influence CBMA students' academic performance?

1.3 Definition of Terms

For easy understanding on the important terms used operationally, the following were defined:

Academic performance. . As used in this study, it refers to the achievement of students in academic courses/subjects the general weighted average as performance indicator.

Determinants. Operationally, the term stands for study habits, socio-economic status and teacher competence.

Socio-economic status. These are social and economic aspects that influence students academic performance in school.

Students. This refers to individuals who accumulate knowledge with the help of the teachers and other school factors. The learning experience accumulated in school will serve as his link to overcome life's circumstances and eventually becomes a more effective member of the society.

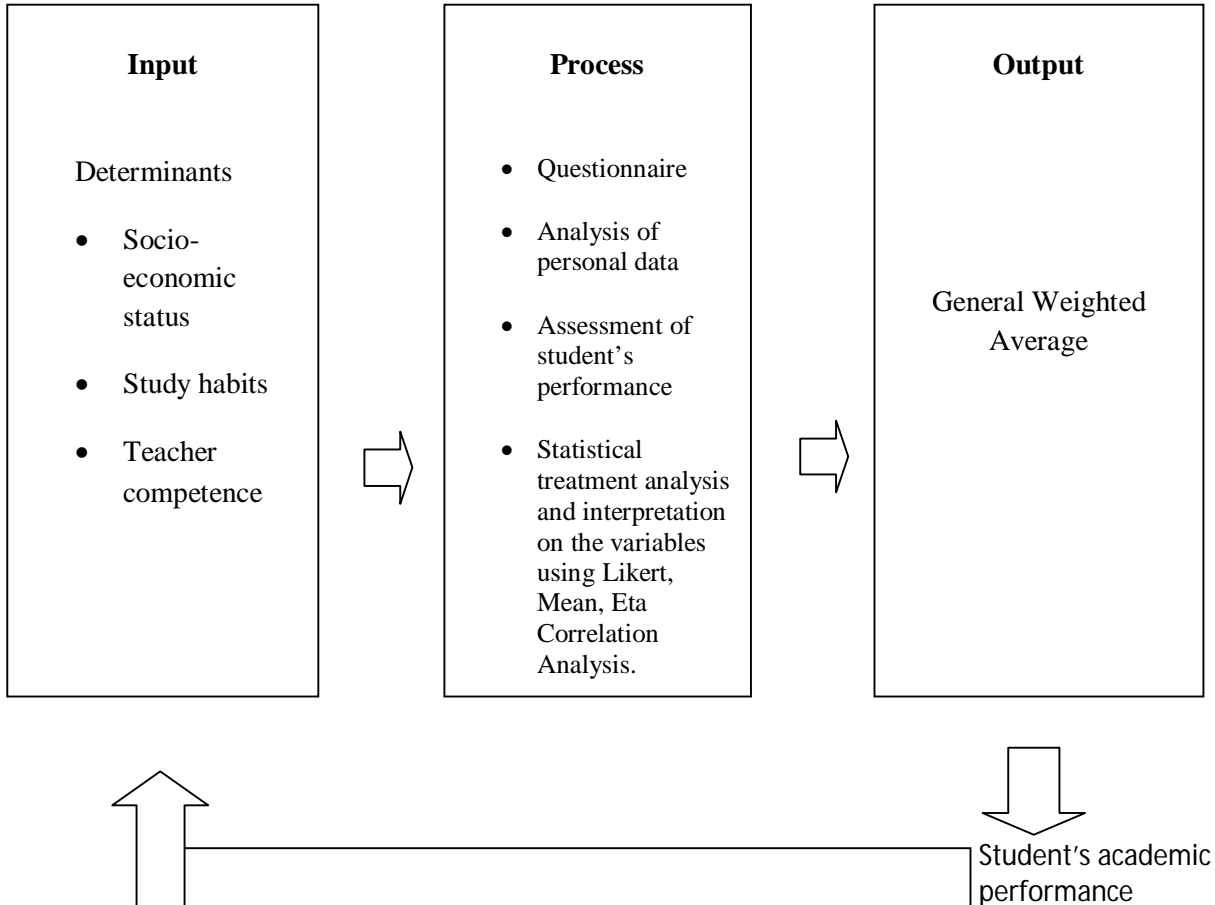
Study habits. In this research it refers to the student's system of studying that is most effective for him/her.

Teacher competence. This refers to the qualities of a teacher. An effective and efficient teacher who is best in achievement and performance.

1.4 Conceptual Framework

The factors that affects student's performance are complex and numerous. Hence, the researcher only chose those that is commonly encountered by students.

Two variables are involved in this study as shown in Figure 1. The independent variables are the following: socio-economic status, study habit and teacher competence. The general weighted average is the dependent variable.



F E E D B A C K

Fig.1 A paradigm showing the input-output process on the Determinants of the CBMA Students Academic Performance

1.5 Review of Literature

Readings that are related to this study provides the researcher direction, learning and information on how to go about the research work. The following are the results of the review made which the researcher believes are relevant to the study.

There are several factors that would explain for the grades. However, at this point in time, the researcher would like to consider only study habits, socio-economic status and teacher competence as determinants of CBMA students academic performance.

Study Habits

The study habits of the students play a vital role in reflecting the standard of education and the student's individual achievements. Sorenseon (1991), stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through, instead sustained concentration is necessary.

Kuncell, N.R. (2008), considered study habits as one of the most predictive of performance more than any other non cognitive individual differences variable examined to date and should be regarded as the third pillar of academic success. Students with good study habits perform better than struggling students. If the student want to achieve success in his schooling then, he need to learn how to study more effectively.

The better students perform academically, the more likely they are to discuss their studies at home every day. High performing students like to discuss their studies at home and this improved student achievement because there is parental effort to ensure good study habits. On the other hand, it is also possible that the academic abilities of high performing students enable them to read more easily, to find doing their homework less burdensome, and to enjoy talking to their parents about their successes in school.

In Dorothy E. Jhonson's Behavioral System Model, she stated that a behavioral system encompasses the patterned, repetitive, and purposeful ways of behaving. These ways of behaving form an organized and integrated functional unit that determines and limits the interaction between the person and his or her environment and establishes the relationship of the person to the objects, events, and situations within his or her environment. Usually the behavior can be described and explained. A person as a behavioral system tries to achieve stability and balance by adjustments and adaptations that are successful to some degree for efficient and effective functioning. The system is usually flexible enough to accommodate the influences affecting it. Therefore, it is well-explained that through little efforts on modifying a student's habits in studying, they can develop an organized pattern of behavior useful to their goal of becoming a successful student who has good academic performances. This theory clearly supports this study that study habits are relevant to academic performance.

Strategic studying techniques may help students achieve a high GPA. Strategic studying is defined as the knowledge and application of effective study skills or techniques by students. There are many efficient study techniques that could be used by students. The use of effective study strategies will result to academic success (Sangiry, S.S. and Sail, K., 2006) Majority of the students receive poor or average grades in school because they get bored of studying. Studying lessons can be fun to a student that follows good study habits to get better grades.

The effective habits of study include plan/place, a definite time table and taking brief of well organized notes (Crow and Crow, 1992). Following a time table of work, taking class notes appeared to be the important components of study habits. There are instances wherein students take notes attend classes regularly, studying for test but still getting poor grades. This is because what is being done is wrong but are good study habits.

Learning is defined as a knowledge or skill acquired through study or by being taught. Learning is reflected in the way a child responds to environmental, social, emotional and physical stimuli and understands new information (Collins Concise Dictionary & Thesaurus of English Language 2002).

Study habit is the tendency of a student to learn in a systematic and efficient way, when opportunity is given. In order to improve academic performance of students, it seems essential to improve their study habits without which desired outcomes cannot be achieved. Development of good study habits in children depends upon the combined efforts of parents and teachers (Kizlik, 2001).

Good study habits are an important part of any student's success. There are instances wherein students perform poorly in school simply because they lack good study habits. In many cases, students don't know where to begin. The result of this study will help the students gain in depth knowledge about various methods of effective learning and practice.

Socio-Economic Status

There are many interactions that can be found between socioeconomic status and academic achievements in students. Some researches revealed that insufficient parental income, family type and lack of funding by governments are factors influencing students' academic performance. The parents should take good part on their role in their children's school performance. The government should be concern about the students' academic achievement and school's reputation and the possibility of monetary aid must be extended.

Research shows that supportive and attentive parenting practices positively affect student's achievement (Eamon, 2005). According to Majoribanks, 1996, high parent aspirations have been associated with increasing student's interest in education and Parental Socio-economic status as an aspect of the child's family background has repeatedly been shown to influence academic achievement (Mau, 1997).

Smaller family size has been linked with higher academic achievement (Eamon, 2005). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance.

Students who live in higher quality neighborhood typically perform better in school than those who live in poorer neighborhood. Poorer neighborhood often lacks positive role models, adult supervision and connections to good schools. That kind of environment often prevents students from creating healthy social networks and leads to a lack of motivation which negatively affects academic performance (Barry, 2005).

There has been much research evidence found to show that socioeconomic status affect student outcomes. According to Eamon, 2005, low socioeconomic status prevent access to resources and leads to additional stress and conflict at home that affect all aspects of a child's life including academic achievement.

Socio-economic status of parents in one way or the other affects the academic performance of the school children. The above fact was further justified in the statement of Ezewu (1981) who stated that the socio economic status of a family affects the schooling of the children either positively or negatively. He stated further that the higher the socio-economic status of the family, the more likely it will motivate their children to learn thereby preparing them for highly regarded vocations. "Children with rich parents have certain needs physical and psychological which when met, contribute positively to their academic performances". These needs may include a conducive reading atmosphere, good food, a play ground, provision of books and other materials, and

attendance at the best schools available. All these help to promote effective learning and good performance in schools. Bainbridge and Lasley II (2004) found that children whose parents have little or no formal education and who lacked the resources to provide academic stimulation were two times as likely to live in poverty and has less academic achievement gains.

Students with high academic performance will result in doing well economically later in life. Schmid (2001) believed that influence of family income, the occupation of parents, and the general family structure contributed to students' school achievement.

Poverty of parents has many effects on their children academic works as they lack enough resources to support their education. The quality of parents and home background of a student goes a long way to see coming the quality and regularity of the satisfaction and provision of a student's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a student, usually yield poor academic performance. Good parenting supported by strong economic home background could enhance strong academic performance of the student. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability.

Teacher competence

An institution of learning should be manned by competent faculty. Without good teachers, students' academic development and better performance is very possible.

According to Zobel (1998), "quality education maybe attributed to the quality of teachers and the quality of teachers is a function of the quality of training they have." This is because in education, teachers play the biggest and the heaviest role in developing students to the fullest so they can contribute to a fully developed and progressive country as well.

The teacher may have the content or knowledge but he or she must have the methodology as well to effectively and efficiently harbor. In the teaching-learning situation, the students get something. Knowing, competent, the mentor must be caring, concerned to sustain the performance. In such manner the student is developed morally, physically, and intellectually to attain the good life (Ramos, 2001).

Delfin (1998) stressed that the teacher must know not only the goals or aims to be accomplished but also the most effective methods and techniques/strategies which can best accomplish them. She further implied that a teacher must not be satisfied with his achievement. He must strive to attain some measures of success and must not be satisfied with himself because an effective teacher is not born. Teaching competence is gained through hard work.

Each teacher is different in character, intelligence and ability. However, the target of every teacher is to be the best in achievement and performance. To be an ideal, competent and progressive teacher, Naugnayan (1999), comes up with a list of the personal and professional qualities of an effective teacher. Among the personal qualities are the following: pleasing personal appearance, manner, courtesy, pleasant voice; intelligence, emotional stability and self-control; sympathy, kindness, helpfulness, patience, integrity, trustworthiness, resourcefulness; sociability, friendliness, cooperativeness; fairness, impartiality, tolerance; flexibility, creativeness, resourcefulness; sense of humor, cheerfulness, enthusiasm. The professional qualities that have a definite relationship to teaching competence are: mastery of the subject field one teaches; understanding of the learner; understanding of teaching principles and skill in the use of techniques for their implementation; general understanding of other branches of knowledge; understanding and appreciation of the teaching profession. He believes that personal qualities are

so interrelated with professional qualities that it is quite hard to isolate them but they add up to making the teacher effective.

Isidro as cited by Sayno (1996) further concluded that quality education is a by-product of superior faculty, superior students, superior equipment and libraries. The strength of a university lies in its faculty and its ability to teach to improve learning. The quality of education that an institution dispenses is directly dependent upon the quality and competence of its faculty.

In the life and work of a student the teacher is the most powerful influence in his growth and success in life. The task of the teacher is very delicate considering that he has to shape the mind by giving knowledge and provide education to students. He really must be competent. For the big challenge of molding the student to be a productive citizen lies in his hands.

Academic Performance

In universities, achievement is measured by academic performance, or how well a student meets standards set by the school. Even if education is not the only path to success in the working world, great effort is made to identify, assess, track and encourage the progress of students in schools. It is believed that good academic results will provide more career choices and job security.

Grade weighted average (GWA) is a commonly used indicator of academic performance. Many colleges set a minimum GWA that should be maintained in order to continue in the degree program. A higher grade is considered an indicator of good academic performance. A student must not receive a lower grade in any subject taken in the University. His or her general weighted average (GWA) must to qualify for graduation with honors for high scholastic performance. Those who obtain high GWA receive any of the academic honors that correspond to their high GWA, as follows: Summa Cum Laude, Magna Cum Laude and Cum Laude.

2. Methodology

This research employed the descriptive correlational method. The researcher described the determinants of CBMA students performance. Specifically, the study were conducted in the College of Business Management and Accountancy, Eastern Samar State University – Main Campus. The respondents were the students of CBMA. They were selected on an intentionally random basis.

The respondents were asked to answer the interview questionnaire prepared by the researcher. The researcher personally administer the questionnaire. The students were asked to answer the questionnaire as honestly as possible.

The collected data were analyzed as follows:

To describe the profile of the respondents, frequency and percents were used.

The following classification on the level of academic performance of the students was followed in this study: outstanding – 1.0; very satisfactory –1.1 to 1.5, satisfactory – 1.6 to 2.0, moderately satisfactory – 2.1 to 2.5, fair – 2.6 to 3.0, and poor – greater than 3.0.

For the selected factors, the scores assigned for the responses were computed for the mean values which were given qualitative description or interpretation using the scale below.

Mean Value	Qualitative Description
1.0 – 2.5	Poor study habit/below average socio-economic status/below satisfactory teaching performance
2.6 – 3.3	Neither poor nor good study habit/average socio-economic status/satisfactory teaching performance

3.4 – 5.0 Good study habit/above average socio-economic status/above satisfactory teaching performance

The categorized data on the three selected factors as discussed above and the actual GPA grades of the students were used to find out if there is significant association between each of the selected factors and the academic performance of the students using eta correlation. Eta correlation is appropriate to use if the dependent variable is numerical and the independent variable is categorical (SPSS). To further identify which of the three selected factors has significant influence on the academic performance of the students, these three factors were taken all in the regression analysis. All statistical analysis were performed using SPSS and test of null hypothesis was set at .05 level of significance.

4. Results and Discussion

Profile of the Respondents

Table 1 presents the data on the summarized profile of the respondents. As the data reveal, the 309 respondents were dominated by females (75.7%). More respondents came from the Business Administration course (32.7%), followed closely by those enrolled in Hotel, Resort and Restaurant Management (29.1%). Other respondents came from the other courses offered at the College, namely, Accountancy (21.7%) and Tourism (16.5%).

As to some characteristics of the family of the respondents, in terms of their parents' employment, it could be noted from the data in Table 2 that about one-fourth (22%) of the respondents said that their parents are not employed. Those who responded that their parents were employed, a great number (40%) mentioned that their parents were self-employed. However, the study did not ask on the kind or nature of their parents' self-

Table 1. Gender and Course Profile of the Respondents

Profile	Frequency(N=309)	Percent
Gender		
Male	75	24.3
Female	234	75.7
Course		
BS Business Administration	101	32.7
BS Hotel, Resort & Restaurant Management	90	29.1
BS Accountancy	67	21.7
BS Tourism	51	16.5

employment. Moreover, about forty percent (37.5%) of the respondents said their parents were employed either in government agency (29.1%) or in a private agency (8.4%). The respondents were also asked of the monthly income of their family. About 2 in 5 or 40.5% of the respondents reported that their family has a monthly income ranging from P5001 to P10,000. Below and above the range of monthly income previously mentioned, it could be observed from the data in Table 1 that there were more number of students whose monthly family income is P5,000 and less than those with income higher than P10,000. These findings only confirm poverty incidence in Eastern Samar province where most of these students reside.

Table 2. Profile of the Respondents in Terms of their Parents' Employment and Monthly Family Income

Profile	Frequency (N=309)	Percent
Parents' Employment		
No employment	68	22.0
Self-employed	125	40.5
Employed in private agency	26	8.4
Employed in government agency	90	29.1
Family Monthly Income		
P5,000 and below	104	33.7
	125	40.5
P 5,001 – 10,000	37	12.0
	43	13.9
P 10,001 – 15,000		
P15,001 above		

Level of Performance of CBMA Students

The level of academic performance of CBMA students were indicated by their general weighted average (GWA) grade. To repeat, these grades were categorized qualitatively as follows: outstanding – 1.0; very satisfactory – 1.1 to 1.5, satisfactory – 1.6 to 2.0, moderately satisfactory – 2.1 to 2.5, fair – 2.6 to 3.0, and poor – greater than 3.0. As shown in Table 3, majority of the students have varying degrees of satisfactory academic performance; 4% have very satisfactory level, 50% have satisfactory level, and 37 % have moderate satisfactory level of academic performance. The rest have fair level of academic performance.

Table 3. Level of Academic Performance of CBMA Students

Level of Academic Performance	Frequency (N=309)	Percent
Fair	25	8.1
Moderately Satisfactory	115	37.2
Satisfactory	158	51.1
Very Satisfactory	11	3.6

Factors that Influence the Level of Academic Performance of CBMA Students

In this study, there were three identified factors or determinants of student academic performance. These are: study habits, socio-economic status, and teacher competence. These factors are summarized in Tables 4, 5 and 6.

Table 4. Description of the Study Habits of the Students

Study Habits Indicators	Responses					Mean
	SD (1)	D (2)	U (3)	A (4)	SA (5)	
1. A master schedule for review/study in all subjects must be prepared every start of the semester.			51	188	70	4.1
2. Strictly stick/follow the scheduled review for all subjects.		9	44	194	62	4.0
3. Review/study at least 1 hour every day for each subject.		9	49	195	56	4.0
4. Assignment should be done on time.		9	33	123	144	4.3
5. Attend classes regularly.			9	75	225	4.7
6. Start Reviewing for major exams at least 3 days in advance.			32	154	123	4.3
Overall Mean						4.2

The overall mean response of 4.2 reveals that the respondents agree that good study habits are an important part of a student's success. Students with good study habits perform well in school. If the student want to achieve success in his schooling then, he need to learn how to study more effectively. Effective habits of study will result to achieve high grade or academic success of students.

Table 5. Description of the Socio-Economic Status of the Students

Socio-Economic Status Indicators	Responses					Mean
	SD (1)	D (2)	U (3)	A (4)	SA (5)	
1. Sufficient financial support from parents.			21	183	105	4.3

2. Relative/Guardian sponsored education.	26	33	49	139	62	3.6
3. Supportive and helpful parents.				105	204	4.7
4. Live in a boarding house or dormitory due to distance from residence.	62	49	56	44	98	3.2
5. Family size is small (3 children in the family)	49	44	49	123	44	3.2
Overall Mean						3.8

An overall mean response of 3.8 indicates that the respondents agree that there is indeed an interaction between the socio-economic status of the family and the academic achievement of the student. The better is the socio-economic status of the family the more the student is motivated to attain higher academic performance. Students with supportive parents have more access to resources needed in school. Availability of academic needs or resources will result to an increase in student's interest to education.

Table 6. Description of Teaching Competence as Perceived by the Students

Teaching Competence Indicators	Responses					Mean
	SD (1)	D (2)	U (3)	A (4)	SA (5)	
1. Mastery in their field of specialization.			39	111	159	4.4
2. Demonstrative knowledge on educational trends & issues in the field of business education.				166	143	4.5
3. Applied varied teaching techniques & strategies.			14	179	116	4.3
4. Appropriate & varied instructional materials are used to facilitate learning.		9	38	158	104	4.2
5. Designed well-organized syllabi.			33	153	123	4.3
Overall Mean						4.3

The overall mean response of 4.3 shows that the respondents agree that there is a connection concerning the competence of CBMA-ESSU main faculty members to the academic achievement of students. This then implies that the quality of service rendered by teachers really exert a remarkable influence on students learning. With good teachers, students' academic achievement is very possible. Students under their care have greater chance to attain academic success and good life.

When each of the three selected factors were tested for significant association/relation with the academic performance of the students using eta correlation, the results as shown in Table 7 reveal that all the three factors were found to have significant association at .05 level of significance. This finding means that the study habits, socio-economic status, and teaching performance are significant variables to how students perform academically in school, in this study, the CBMA students.

Table 7. Results of the Eta Correlation between each of the Selected Factors and the Academic Performance of the Students

Factors	Eta Correlation	Observed Significance Level (p)	Significance
Study Habit	.356	.000	Significant
Socio-Economic Status	.438	.000	Significant
Teaching Competence	.290	.020	Significant

Further test was conducted to determine which of the three factors when taken together could significantly influence students' academic performance. The result of the analysis is summarized in Table 8.

Only two of the selected factors, study habits and socio-economic status, came out as significant determinants of the students' academic performance (Table 8). The results mean that the study habits and their socio-economic status significantly influence the academic performance of the students. However, together with teaching competence, all the three factors account for about 11% only of the variance in the level of academic performance of the students. This is suggested by the R square value. Also, taken in combination, the three factors have a low direct relation (multiple $R=.330$) with the academic performance of the students. These findings also mean that there are variables other than the three factors considered in this study that could adequately explain the relationship.

Table 8. Results of the Regression Analysis of Students' Academic Performance on the Selected Factors

Factors	B	t	Sig
Study Habits	.164	2.084	.038
Socio-Economic Status	.191	2.422	.016
Teaching Competence	-.133	-1.232	.219
(Constant)	1.486	12.837	.000
Multiple R = .330			
R square = .109			
F = 18.735			
Sig F =.000			

5. Conclusions

Based on the foregoing findings, the following conclusions have been drawn:

1. That there were more number of students whose monthly family income is P5,000 and less than those with income higher than P10,000. These only confirm poverty incidence in Eastern Samar province where most of these students reside.
2. The level of academic performance of students ranges from 1.6 to 2.0. This implies that majority of the students (50%) have satisfactory level of performance.
3. The respondents believe that students with good study habits perform well in school, the better is the socio-economic status of the family the more the student is interested to achieve high grade and teachers role is obviously influential in his academic achievement and success in life.
4. Study habits, socio-economic status, and teaching performance are significant variables to how students perform academically in school, in this study, the CBMA students.
5. Only two of the selected factors, study habits and socio-economic status, came out as significant determinants of the students' academic performance. The results mean that the study habits and their socio-economic status significantly influence the academic performance of the students.

6. Recommendations.

Given the findings and conclusions, the researcher proposes the following recommendations.

1. This study can be extended and conducted in other colleges of the university so it will further give ESSU a broader view about its students. The result will help the university to develop response solutions which can help improved its educational delivery process.
2. This study can also be conducted using other variables aside from the three factors considered in this study.

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