

Faculty and Student's Perception of the Factors Affecting Students' Academic Performance

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ABSTRACT

Student's academic achievement plays an important role in the academe since it reflects the quality of education. The study aims at discovering which of the five factors: school-related factors, teacher-related factors, home-related factors, and cadet-related factors, as perceived by the faculty and cadets, is most likely to impact student's academic performance. Further, an intervention program was explored to address the academic needs of the students. The descriptive-quantitative approach was used to determine the perception of the faculty and students on the factors affecting the academic performance of the students. Using percentage, weighted mean, independent samples t-test, and analysis of variance, data from an adopted questionnaire by Alos, Caranto, and David (2015) which was modified accordingly to fit the context of the research locale, as well as interviews, were analyzed. Findings revealed that school-related and teacher-related factors have the greatest impact on the students' academic performance.

Further, there is a significant difference between the perception of faculty and cadets of the factors that affect the latter's academic performance. The intervention programs recommended were: send teachers to trainings; conduct a seminar about healthy studying techniques; encourage cadets to talk to the Guidance personnel; create study groups; and conduct remedial classes.

KEYWORDS

Maritime education, academic performance, perception, intervention, descriptive-quantitative, Philippines, Asia

INTRODUCTION

Student academic achievement reflects the quality of education that a higher education institution is offering, thus, it is an integral part of the academe. Through the years, many studies were conducted in order to investigate the factors that significantly affect the academic performance of students. It is seen by many that the socio-economic background of students also affects their academic performance being a developing country, understanding what affects student academic performance is important to ensure the development of human capital in our country.

According to Gaultney (2010), many college students are at risk of sleep disorders, and those at risk may also be at risk of academic failure. This shows that the number of hours of sleep and the feeling of being well rested have effect on the academic performance of a student. Studies also show that self-discipline and motivation are factors that greatly affect the academic performance. The motivated they are, the better their performance in classes. Mendezabal (2013) found that unfavorable study habits and attitudes significantly correlated with their performance. As an overarching personality trait, self-control and perseverance are also linked to academic success (Ivcevic & Brackett, 2014; MacCann, Duckworth, & Roberts, 2009). Moreover, MacCann, C., Fogarty, G. J., Zeidner, M., & Roberts, R. D. (2011) suggest that emotion management and problem-focused coping skill are significantly related to educational outcomes. They stressed that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

Family structure is a major factor in children's academic performance. Parents' involvement has been defined as the positive attitude that parents have towards education and the activities that they conduct at home and

at school. Vieira, Vieira, and Raposo (2018) in their study identified that the geographical distance that separates place of study and family residence is a negative determinant on students' academic performance. On the other hand, Abar, B., Carter, K. L., & Winsler, A. (2009) found out that authoritative parenting is associated with high levels of academic performance and study skills.

Accordingly, teachers have direct responsibility in shaping a student's academic achievement and are the most important school-based factor in their education Gandhi-Lee, Skaza, Marti, Schrader, and Orgill (2015), and Maltese, and Tai (2011) enumerated a number of ways that student persistence in science can be affected by teachers through their way of manage in the classroom. These are some of the practices in the classroom that were cited: (1) teacher enthusiasm for the subject matter, (2) contextualizing content in subject matter important to students, (3) stimulating lessons, and (4) discussion about careers and issues in science. This supports the claim that the activities and the way teachers handle their classes have an effect on the performance of a student in the class that the teacher is handling. Students appreciate teachers who actively listened and encouraged them, as well as provide fun and support such as having presence of closeness, warmth and positivity (Knoell, 2012; Hamre, & Pianta, 2001).

Studies on the effect of the unfavorable school environment show that it may result to students' under performance (Mayama, 2012; Lumuli, 2009). Accordingly, Mushtaq and Khan (2012), that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory, and others in the institution.

This study focused on the perception of the faculty and students on the factors affecting cadets' academic performance. Specifically, this study: (1) looked at the perception of the faculty and students on the four variables namely: school-related factors, teacher-related factors, home-related factors, and student-related factors and which of these variables has a significant effect on the academic performance of the students; (2) determined the difference between the perception of the faculty and students; and (3) designed an intervention program to improve the academic performance of the students.

METHODOLOGY

The descriptive-quantitative approach was utilized to determine the perception of the faculty and students on the factors affecting the academic performance of the students.

The study was conducted during the second semester of SY 2017-2018 where twelve (12) faculty members who handled the second-year students and one hundred twelve (112) second year students as respondents of the study. Random stratified sampling was utilized to identify the respondents.

A survey-questionnaire adopted from the study of Alos, Caranto, and David (2015) was the main data gathering instrument of this study. Some of the items were customized according to the characteristics of the Academy. It was not further validated since it was adapted from an existing questionnaire which was customized to fit the profile of the Academy. The revised questionnaire was reviewed by the members of the Research Council. Upon approval, the survey was administered to the students.

There were two sets of questionnaires: one each for the students and faculty members. Each questionnaire has two (2) parts: (1) profile of the respondent; and (2) corresponds to their perception of the impact of the different factors that affect their academic performance. Two (2) Focus Group Discussions (FGDs) composed of students and faculty handling second-year courses respectively, were also conducted. The discussion was guided by the researcher who introduced topics for discussion and helped the groups to participate in a lively and natural discussion.

Frequency, weighted mean, Analysis of Variance (ANOVA), and independent samples t-test were utilized to analyze the data. The perceived factors affecting the academic performance of the students were measured using 5-point Likert scale values.

Results and discussion

The students and faculty members rated how the student-related, school-related, home-related, and teacher-related factors affect the students' academic performance. The rates ranged from no effect to very high impact. The discussions below present the faculty and students' perception on the impact of the following factors that affect their academic performance:

Student and faculty perception on the impact of students' personal factors

Table 1. Faculty and Student Perception on the Impact of Students Personal Factors on Students' Academic Performance

Students' Perception				Faculty Perception			
Factor	Description	WM	Rank	Interpretation	WM	Rank	Interpretation
Personal Condition	1. Feeling Sleepy in class	3.42	3	High Impact	4.33	1	Very High Impact
	2. Feeling Hungry in class	2.74	8	Low Impact	3.33	17	Low Impact
	3. Anxiety, pressure and stress	2.77	7	Low Impact	3.83	6.5	High Impact
	4. Frequent complaints of illness	2.00	17.5	Very Low Impact	3.17	19	Low Impact
	5. Loneliness, lack of emotional control	2.00	17.5	Very Low Impact	3.50	15	High Impact
	6. Low self esteem	1.92	19	Very Low Impact	3.25	18	Low Impact
	TOTAL MEAN	2.475		TOTAL MEAN	3.568		
Study Habits	1. I only study when there is a quiz and test	2.71	9	Low Impact	4.25	2	Very High Impact
	2. I feel bored doing difficult assignments	2.23	15	Very Low Impact	3.50	15	High Impact
	3. I prefer to talk to friends, listen to music etc.	2.59	12	Very Low Impact	3.67	10	High Impact
	4. I am lazy to study	2.13	16	Very Low Impact	4.17	3	High Impact
	5. I am disturbed when studying	2.63	11	Low Impact	3.67	10	High Impact
	6. I study only when I like	2.38	13	Very Low Impact	3.92	5	High Impact
	7. I don't have a comfortable place to study	2.95	6	Low Impact	3.58	12.5	High Impact
	8. I copy the assignments of friends	1.83	20	Very Low Impact	3.67	10	High Impact
	9. I see to it that extra-curricular activities do not hamper my studies	2.37	14	Very Low Impact	3.50	15	High Impact
	TOTAL MEAN	2.424		TOTAL MEAN	3.750		

Interest	1.I listen attentively to the lecture of my teacher	3.52	2	High Impact	4.08	4	High Impact
	2.I want to get good grades on quizzes, tests, assignments and projects	3.96	1	High Impact	3.75	8	High Impact
	3.I make myself prepared for the subject	3.33	5	Low Impact	3.58	12.5	High Impact
	4.I actively participate in the discussions and activities	3.39	4	Low Impact	3.83	6.5	High Impact
	5.I get frustrated when the discussion is interrupted or when the teacher is absent	2.70	10	Low Impact	3.00	20	Low Impact
	TOTAL MEAN	3.380		TOTAL MEAN	3.648		
OVER-ALL MEAN	2.75		Low Impact	3.655		High Impact	

Table 1 shows that the students perceived interest and personal factors having a big impact on their academic performance. Specifically, getting good grades on quizzes, tests, assignments and projects rank #1 high impact with WM of 3.96; listening attentively to the lecture of the teacher as rank #2 high impact with WM of 3.52; and personal factor-sleeping in class as rank #3 high impact with WM of 3.42. All other factors in the personal condition, study habits and interest were rated low impact and very low impact on their academic performance. Over-all, the cadets perceived that the personal factors have low impact on their academic performance with WM of 2.75.

On the faculty's responses on the impact of student related factors on the performance of the cadets, the table shows that most of the factors were rated high impact. The factors sleeping in class rank #1 with WM of 4.33 followed by cadet's habit of studying only when there is a quiz and test with WM of 4.25 which means very high impact, while feeling hungry with WM of 3.33, and complaint of illness with WM of 3.17, were rated low impact. Over-all, the faculty perceived student-personal factors have high impact on the students' academic performance with WM of 3.655.

Data implies that the students perceive their personal-factors do not affect their academic performance contrary to the faculty perception where they observe that students' personal factors significantly affect the students' academic performance.

Student and faculty perception on the impact of home factors

Table 2 shows the distribution of responses on the students' perception on the impact of home-related factors in their academic performance. The table shows that only parent's motivation has a high impact on their performance. Living with parents, distance-school far from the house, number of siblings in the family, have very low impact on their performance, while distance-school near the house has no impact, and financial support of parents has low impact. Over-all, the students perceive home-related factors have low impact on their academic performance with WM of 2.43.

Table 2. Student and faculty perception of the impact of home-related factors on students' academic performance.

Home-Related Factors	Student's Perception			Faculty Perception		
	WM	Rank	Interpretation	WM	Rank	Interpretation
1.I live far away from school	2.42	4	Very Low impact	3.42	3	High Impact
2.I live near the school	1.60	8	No impact	2.83	8	Low Impact
3. I live in a boarding house	2.46	3	Very Low impact	3.08	6	Low Impact
4.I live with my parents	1.79	7	Very Low impact	2.92	7	Low Impact
5.Both my parents are working	2.20	5	Very Low Impact	3.17	5	Low Impact
6.I have many brothers and sisters	2.09	6	Very Low impact	3.33	4	Low Impact
7.My parents motivate me to go to school	3.75	1	High Impact	3.75	2	High Impact
8.My parents can sustain my financial needs	3.09	2	Low impact	3.92	1	High Impact
OVER- ALL MEAN	2.43		Very Low impact	3.30		Low impact

Faculty responses show that the faculty perceived that the distance of the school-far away from home with WM of 3.42, parents' motivation WM 3.75, and financial support with WM of 3.92 have high impact on the cadets' academic performance. All other home-related factors were perceived with low impact. The over-all WM of 3.30 indicates that the faculty perceives that home related factors have low impact on the academic performance of the cadets.

Data implies that both students and faculty perceive home related factors have low impact on the students' academic performance.

Student and faculty perception on the impact of school-related factors

On school-related factors, as shown in table 3, the students perceived that only classroom time schedule has high impact on their academic performance. All other factors like daily routine, school programs/activities, internet connections, classroom condition laboratories and simulators were perceived to have low impact on their academic performance. Over-all, the students perceive that school related factors have low impact on their academic performance with WM of 3.09.

On the other hand, faculty members perceived that all the school-related factors such as classroom schedule, daily routine, school program/activities, internet connection, classroom, laboratory and simulator utilization, have high impact on the cadets' academic performance with the over-all WM of 3.79

Table 3. Students and faculty perception of the impact of school-related factors on the students' academic performance.

Home-Related Factors	Students			Faculty		
	WM	Rank	Interpretation	WM	Rank	Interpretation
1.The classroom timeschedule is followed	3.40	1	High Impact	4.00	1.5	High Impact
2.The daily routine is followed (e.g. study call, taps)	3.28	3	Low impact	3.67	6	High Impact
3.There are school programs/ activities	3.13	4	Low impact	3.58	7.5	High Impact
4. There are available library references accessible to students	3.33	2	Low impact	3.92	3	High Impact
5. There is fast internet connection	2.94	5.5	Low impact	3.58	7.5	High Impact
6.Classroom is comfortable and conducive	2.76	8	Low impact	3.75	5	High Impact
7.Laboratories are functional	2.91	7	Low impact	3.83	4	High Impact

8.Simulators are utilized	2.94	5.5	Low impact	4.00	1.5	High Impact
OVER ALL MEAN	3.09		Low impact	3.79		High Impact

Data implies that the students perceive that school-related factors do not affect their academic performance contrary to the faculty perception where they observe that school related factors significantly affect the students' academic performance.

Student and faculty perception on the impact of faculty-related factors

The students and faculty responses on the impact of teacher-related factors are distributed in table 4. The table shows that for the students, only personality traits and instructional materials affect their academic performance, specifically, the faculty's relationship with cadet with WM of 3.45, ability to impose proper discipline with WM of 3.44, and his/her smartness and confidence with WM of 3.48 have high impact on their academic performance. On the instructional materials, the faculty's use of visual aids and powerpoint presentations with WM of 3.40 has high impact on their performance. However, the faculty's teaching skills are rated with low and very low impact. Over-all, the students perceived that teacher-related factors do not affect their academic performance with WM of 3.13.

On the other hand, the faculty perceived that the teacher's openness to suggestion and opinions with WM of 4.25, his/her smartness and confidence with WM of 4.33, ability to provide varied activities and techniques with WM of 4.33 and ability to organize and follow the course outline with WM of 4.33, significantly affect the student' academic performance. All the other factors were rated with high impact. The over-all WM of 4.01 indicates that the faculty observe that teacher-related factors has high impact on the student' academic performance.

Data shows opposite perception of the impact of teacher-related factors on students' academic performance.

Table 4. Student and faculty perception of the impact of teacher-related factors on students' academic performance.

Factor	Description	CADETS			FACULTY		
		WM	Rank	Interpretation	WM	Rank	Interpretation
Personality Traits	1.Has good relationship with cadets	3.44	3	High Impact	4.00	10.5	High Impact
	2.Imposes proper discipline in following the prescribed rules	3.45	2	High Impact	3.83	14	High Impact
	3.Has appealing personality with good sense of humor	3.31	6	Low Impact	4.08	6.5	High Impact
	4. Is open to suggestion and opinions	3.39	5	Low Impact	4.25	4	Very High Impact
	5.Shows smartness and confidence	3.48	1	High Impact	4.33	2	Very High Impact
	6.Always scolds cadets	2.92	14	Low Impact	4.00	10.5	High Impact
Teaching Skills	1.Has Mastery of the subject matter	3.24	8	Low Impact	4.08	6.5	High Impact
	2. Provides varied activities and techniques	3.25	7	Low Impact	4.33	2	Very High Impact
	3.Isorganized and systematically follows course outline	3.07	11	Low Impact	4.33	2	Very High Impact
	4. Make realistic demands of students	2.97	13	Low Impact	4.00	10.5	High Impact
	5.Stimulating, imaginative and challenging	3.08	10	Low Impact	4.08	6.5	High Impact
	6.Give too much memory work	3.03	12	Low Impact	3.75	15	High Impact
	7.Frequently out/absent in class	2.58	16	Very Low Impact	4.08	6.5	High Impact
	8. Always late	2.51	17	Very Low Impact	3.92	13	High Impact
Instructional Materials	1.Use Chalk and Board in explaining the lesson	2.88	15	Low Impact	3.42	17	High Impact
	2. Use Visual aids/powerpoint presentations	3.40	4	High Impact	4.00	10.5	High Impact
	3. Use workbook/references	3.20	9	Low Impact	3.67	16	High Impact
OVER ALL MEAN		3.13		Low impact	4.01		High Impact

Over-all perception on the factors affecting students' academic performance

Table 5. Over-all perception on the factors affecting students' academic performance.

Factor	Weighted Mean		TOTAL Mean	Rank	Interpretation		
	Cadets	Faculty					
Student-Related	2.56	Low Impact	3.59	High Impact	3.08	3	Low Impact
Home-Related	2.42	Low Impact	3.30	Low impact	2.86	4	Low Impact
School-Related	3.09	Low Impact	3.79	High Impact	3.44	2	High Impact
Teacher-Related	3.13	Low Impact	4.01	High Impact	3.57	1	High Impact

Table 5 shows that among the different factors that affect the academic performance of the students, teacher-related factors ranked #1 with over-all WM of 3.57, ranked #2 is school-related factors with over-all WM of 3.44. It implies that both teacher-related and school-related factors were considered with high impact on the students' academic performance. On the other hand, student-related and home-related factors were considered as having low impact with over-all WM of 3.08 or ranked #3 and 2.86 or ranked #4 respectively.

Difference between the perception of students and faculty on the factors that affect the students' academic performance

The test of difference between the student and faculty's perception was computed using the SPSS Independent Samples t-test.

Student-related factors

An independent sample t-test was conducted to compare the perception of the students and the faculty on student-related factors. Table 6 shows that there is a significant difference in the mean for students ($M = 2.56$, $SD = .68587$) and faculty ($M = 3.59$, $SD = .43488$) perceptions; $t(106) = -8.979$, $p = .000$. These results suggest that students and faculty have opposite perception on the impact of student-related factors on the students' academic performance. Specifically, the result suggests that students perceive student-related factors do not affect their academic performance while the faculty perceive it as having significant impact.

Table 6. Difference between the perception of students and faculty on the impact of student-related factors on students’ academic performance.

	Levene’s Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Factors Equal Variances Assumed	1.427	.235	-8.979	106	.000	-1.08481	.12082	-1.3243	-.8452
Equal variances not assumed			-8.979	104.594	.000	-1.08481	.12082	-1.3243	-.8452

Home-related factors

An independent sample t-test was conducted to compare the perception of the students and the faculty on home-related factors. Table 7 shows that there is a significant difference in the mean for the students (M= 2.42, SD .70161) and the faculty (M=3.30, SD .38410) perceptions; $t(14) = -3.103$ $p = .008$. These results suggest that both students and faculty perceive home-related factors having low impact on the students’ academic performance but the faculty gave significantly higher ratings.

Table 7. Difference between the perception of students and faculty on the impact of home-related factors on students’ academic performance.

	Levene’s Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Home-Related variances assumed	1.371	.261	-3.103	14	.008	-.87750	.28280	-1.4840	-.2709
Equal variances not assumed			-3.103	10.850	.010	-.87750	.28280	-1.5009	-.2540

School-related factors

An independent sample t-test was conducted to compare the perception of the students and the faculty on school-related factors. Table 8 shows that there is a significant difference in the mean for students (M= 3.09, SD .23225) and faculty (M=3.79, SD .17357) perceptions; $t(14) = -6.877, p = .000$. The results suggest that student and faculty have contrary perception on the impact of school-related factors on the students’ academic performance. This implies that the faculty perceived school-related factors with significantly high impact on the cadets’ academic performance while students perceived it to be with low impact on their academic performance.

Table 8. Difference between the perception of students and faculty on the impact of school related factors on students’ academic performance.

F	Levene's Test for Equality of Variances	t-test for Equality of Means								
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper		
School-Related Factors	Equal variances assumed	1.523	.237	-6.877	14	.000	-.70500	.10251	.92486	.48514
	Equal variances not assumed			-6.877	12.960	.000	-.70500	.10251	.92653	.48347

Teacher-related factors

An independent sample t-test was conducted to compare the perception of the students and the faculty on teacher-related factors. Table 9 shows that there is a significant difference in the mean for students (M= 3.13, SD .29160) and faculty (M= 4.01, SD .24451) perceptions; $t(32) = -9.528, p = .000$. The results suggest that student and faculty have contrary perception on the impact of school-related factors on the students’ academic performance. This implies that the faculty perceived teacher-related factors with significantly high impact on the cadets’ academic performance while students perceived it to be with low impact on their academic performance.

Table 9. Difference between the perception of students and faculty on the impact of teacher-related factors on students' academic performance.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference Lower	Std. Error Difference Upper	95% Confidence Interval of the Difference	
Teacher-Related Factors	Equal variances assumed	1.122	.297	-9.528	32	.000	-.87941	.09230	-1.067	-.6914
	Equal Variances not assumed			-9.528	31.056	.000	-.87941	.09230	-1.068	-.6912

Over- all difference between perceptions of factors affecting students' academic performance

An independent sample t-test was conducted to compare the overall perception of the students and the faculty of the factors affecting students' academic performance. Table 10 shows that there is a significant difference in the mean for students ($M= 2.79$, $SD= .60771$) and faculty ($M= 3.71$, $SD=.41643$) perceptions; $t(108) = -9.216$, $p=.000$. This implies that the faculty gave significantly higher ratings while the students gave significantly lower ratings within and between the factors that affect students' academic performance.

Table 10. Over-all difference between the perception of cadets and faculty on the impact of the factors.

F	Levene's Test for Equality of Variances			t-test for Equality of Means						
	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			
							Lower	Upper		
Factors	Equal Variances assumed	8.291	.005	-9.216	108	.000	-.91545	.09934	-1.11236	-.71855
	Equal variances not assumed			-9.216	95.550	.000	-.91545	.09934	-1.11265	-.71826

Result of focus group discussion

Supplementary data from interviews and focus group discussions are grouped and analyzed based on the factors being studied. The interviews and focus group discussions with the key informants reinforced the findings of the survey as follows:

Table 11. Results of focus group discussion.

Questions	Students	Faculty
1. What is your opinion regarding the quality of education in PMMA?	The cadets agree that PMMA is providing the best quality of education to its students	The Faculty believes that they are contributing in providing quality education to its students.
2. What is your comment regarding the facilities, teachers, policies and activities in PMMA?	<ul style="list-style-type: none"> • some teachers don't have mastery of the subject matter • some does not teach well • some does not come to class regularly 	<ul style="list-style-type: none"> • teachers should use more visual aids such as videos that may help cadets understand the lesson better • students sleep in class • there are a lot of extra-curricular activities aside from the academic requirements
3. What do you think are some of the major problems that hinder academic performance?	<ul style="list-style-type: none"> • lack of reference materials • there are a lot of reporting • lack of sleep 	<ul style="list-style-type: none"> • Some teachers do not use all the time for teaching • Teachers do not fully utilize the use of equipment
4. What do you think should parents, teachers and PMMA administration do to improve on the academic performance of the cadets?	<ul style="list-style-type: none"> • longer study call time • improve teaching ability • acquire more simulators • more hands-on training • employ good instructors • provide air condition units for the classrooms 	<ul style="list-style-type: none"> • conduct validation exams for all year levels • give cadet enough time for sleep and study call

Proposed intervention program

Table 12. Recommended intervention programs

INTERVENTION	WEIGHTED MEAN		TOTAL	RANK	Interpretation
	Stu- dent	Faculty			
Conduct seminar about healthy studying techniques	3.11	2.58	2.85	2	Recommended
Invite graduates that would give advises about the tricks of the trade and share his/her experiences surviving cadetship	2.45	2.42	2.44	7	Slightly Recommended
Encourage cadets to talk to the Guidance personnel	2.61	2.83	2.72	3	Recommended
Encourage cadets to share their thoughts and emotions to friends	2.68	2.75	2.71	4	Recommended
Send teachers to trainings in order to adapt to new teaching methods and techniques	2.97	3.08	3.03	1	Recommended
Create study groups	2.82	2.58	2.70	5	Recommended
Program remedial classes	2.66	2.67	2.66	6	Recommended
Conduct parents/guardian conferences	2.15	2.42	2.29	9	Slightly Recommended
Implement emergency cash loans to students	2.33	1.58	1.96	10	Slightly Recommended
Conduct seminar on alcohol abuse	2.53	2.17	2.35	8	Slightly Recommended

Table 12 shows the distribution of responses on the intervention programs recommended by the cadet-respondents and faculty-respondents in order to help cadets improve their academic performance. It shows that the intervention programs recommended by the respondents are: send teachers to trainings in order to adapt to new teaching methods and techniques ranked #1; conduct seminar about healthy studying techniques ranked #2; encourage cadets to talk to the Guidance personnel ranked #3; encourage cadets to share their thoughts and emotions to friends ranked #4; create study groups ranked #5; and program remedial classes ranked #6.

Consequently, the programs slightly recommended by the respondents are: Invite graduates that would give advises about the tricks of the trade and share his/her experiences surviving cadetship, conduct parents/guardian conferences, implement emergency cash loans to students and conduct seminar on alcohol abuse.

CONCLUSION AND RECOMMENDATION

Analysis of the survey data obtained in this study shows that the students perceived that: feeling sleepy in class, listening attentively to the lecture, desire to get good grades on quizzes, exam, assignments and projects, the level of parent's motivation on their schooling, the classroom time schedule, teacher's good relations, imposing proper discipline, smartness and confidence, and use of visual aids and PowerPoint presentations significantly affect their academic performance.

Moreover, data shows that the faculty perceived that: students' feeling sleepy in class, when cadets only study when there is a quiz or exam, living away from home, parent's level of motivating them and parent's ability to sustain cadet's financial needs, all issues under school-related factors, faculty's openness to suggestions and opinions, smartness and confidence, ability to provide varied activities and techniques and having organized and systematic course outline significantly affect the students' academic performance.

The over-all rating of the faculty and students on the factors that affect the academic performance of the students implies that the faculty gave higher scores or rates within and between the student-, home-, school- and teacher-related factors affecting the academic performance of the students.

The intervention programs recommended by the student-respondents and faculty-respondents in order to help students improve their academic performance are: send teachers to trainings in order to adapt to new teaching methods and techniques; conduct seminar about healthy studying techniques; encourage students to talk to the Guidance personnel; encourage students to share their thoughts and emotions to friends; create study groups; and program remedial classes.

The above results hold very significant implications for policy. It is evident that the school administration should strictly implement the daily routine schedule of the students and the Department of Midshipmen Affairs to closely monitor the study call hours of the students. A training program for faculty development should be in place to train the faculty on varied teaching strategies and techniques; the Guidance Office should conduct seminar on healthy study techniques and the academic deans to create remedial classes to students who are failing in class.

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