

**ANALYSIS OF ACADEMIC PERFORMANCE OF BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION STUDENT OF SURIGAO DEL SUR STATE
UNIVERSITY - CANTILAN CAMPUS**

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ABSTRACT

The present study was designed to analyze the academic performance of Bachelor of Science in Business Administration student of Surigao del Sur State University, Cantilan Campus. A total of 255 students from second and third year BSBA students major in Financial Management and Human Resource Development and Management are the participants of the study. The results showed that majority of the respondents are female, with age less than twenty years old and who also got higher GPA than male students. In addition, most of the student who planned to pursue Master's Degree and those who are working while studying also got much higher GPA compared to those who don't. In terms of school where they students graduated their secondary level, some of them graduated from private schools who earned or got higher GPA than those who graduated from public schools. It has been concluded from this study that gender, involvement in extra-curricular activities, intention to pursue Master's degree, working students and the type of high school they graduated contributed to the students' academic performance significantly.

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1. INTRODUCTION

Students are the most essential and valuable assets of the Universities and Colleges, it has no worth without them. Students are actually the manpower of the nation. It is they who have to build the nation with their skills and abilities. If they are well equipped with good knowledge and skills they would be able to contribute their part in social and economic development of the country and as Daniyal, M. et. Al. (2011) stated that it is directly associated with their academic performance of the students. The students' performance plays a vital role in creating them the finest quality graduates who will become leader and manpower of a particular country (Ali et. al, 2009). The performance of students in academic is not just influenced by own characteristics initiative by the nature but also there are various factors involved in these achievements. That is why, the students' performance has always been a topic of interest for educators and been interest in identifying and understanding the variables that contributed to academic excellence.

Academic performance according to the Cambridge University Reporter is frequently defined in terms of examination performance. According to Daniels, M. (1970) academic performance has been described as the Scholastic standing of a student given moment. This scholastic standing could be explained in terms of the grades obtained in a course. In this study academic performance was characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account students' performance in tests, course work, projects, oral recitation and examinations. The academic performance of the students' has gained significant attention in past researches, as such the GPA will be a good measure of students' academic performance.

There are several Colleges and Universities in the region both Private and Public that are being under the supervision of Commission of Higher Education (CHED) Caraga Region. The students enrolled in any of this Colleges and Universities may come from various educational backgrounds. However, Surigao del Sur State University – Cantilan provides the same or more in educational services with other Colleges and Universities. But some students perform much better than others academically. As stated by Jayanthi, et. Al (2014) that many of the researchers identified that demographic, socio economic, family and school factors contributes as variables to students' academic performance. Therefore, this paper intend to determine what

makes some students perform well compared to others. The drive of this research is to understand the possible causal factors and ways of addressing them so that students' academic performance can be improved aiming to contribute to the existing knowledge by documenting the factors associated with students' academic success or failure in the Universities. In addition, this may be helpful for both University policy makers and parents of the students. Also can help in designing and implementing the policies to improve the students' performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures.

1.2 Methods

As shown in table 1 a total of 255 second and third year students of Bachelor of Science in Business Administration Major in Financial Management and Human Resource Development Management of Surigao del Sur State University – Cantilan Campus considered as respondent of the study. This was conducted in the Academic year 2016-2017 using the simple percentage to determine the relationship between gender, extra-curricular activities, intentions in pursuing higher studies, the type of high school they graduated and academic performance.

Table 1. Distribution of Respondents

Bachelor of Science Major in;	No. Of Students	
Human Resource Development Management	2 nd yr	49
	3 rd yr	40
Financial Management	2 nd yr	79
	3 rd yr	87
Total		255

Grading System

The grading system of Surigao del Sur State University – Cantilan Campus includes the periodic examinations, term papers, projects, oral report/presentation, and class participation. This was computed based on fifty percent (50%) from midterm grade and fifty percent (50%) from final grade. Highest grade is 1.0 equivalent to 95%-100% described as “Excellent” rating and 3.0 as the passing mark or “fair” rating while beyond 3.0 are known as “failed”.

2. RESULTS AND DISCUSSION

Table 1. The Profile of BSBA – FM and HRDM Student in terms of Sex and Age with their GPA

Particular	Financial Management				Human Resource Development and Management			
	2 nd yr. (%)	GPA	3 rd yr. (%)	GPA	2 nd yr. (%)	GPA	3 rd yr. (%)	GPA
Sex								
Male	33	2.24	20	2.08	21	2.16	14	2.36
Female	77	2.08	80	2.11	79	2.12	86	1.95
Age								
Male								
Less than 20 yrs.	88	2.13	68	1.94	83	2.18	100	2.36
More than 20 yrs	12	2.35	32	2.23	17	2.14	-	
Female								
Less than 20 yrs.	82	2.02	74	2.07	90	2.15	73	2.10
More than 20 yrs	18	2.14	26	2.13	10	2.09	27	1.81

Table 1 presents the profile of BSBA – FM and HRDM students of Surigao del Sur State University, Cantilan Campus as the respondents. In term of sex and age, the result shows that majority of the respondents were female. In terms of GPA, female has the higher GPA compared to male, it ranges from 1.95 – 2.11 while males ranges from 2.08-2.36. Moreover, in terms of GPA majority of the males with an age less than 20 got a higher GPA compared to male with an age more than 20 years old likewise to female students major in Financial Management opposite result from the female students with an age more than 20 years old major in Human Resource Development and Management got higher GPA compared to those student with an age less than 20 years old. The result is in contrary from the study of Richard (1994) reported that mature students performed well in most academic settings than younger students. Richardson also reasoned that mature students seek a deeper understanding of their academic work unlike younger students who may adopt a surface approach.

Table 2 shows the BSBA –FM and HRDM students who has an intention in pursuing Master's degree and their GPA. It displays that majority of the male students major in financial management and human resource development and management as respondents of the study

has the plan in pursuing master's degree likewise to female BSBA students major in financial management while female BSBA students major in Human resource development and management majority of them don't have the plan in pursuing master degree. Moreover, most of the respondents as reflected on the table above that students who are planning to pursue master's degree has the highest GPA compared to those student who don't. This implies that there's a positive effect in their GPA for those student who are planning to pursue master's degree because students with high academic self-efficacy most likely set higher academic goals.

Table 2. The BSBA- FM and HRDM student who has an intention in pursuing Master's degree and their GPA

Pursuing Master's Degree	Financial Management				Human Resource Development Management			
	2 nd yr (%)	GPA	3 rd yr (%)	GPA	2 nd yr (%)	GPA	3 rd yr (%)	GPA
Male								
Yes	59	2.11	18	2.24	100	2.16	80	2.26
No	41	2.37	82	1.92	-	-	20	2.46
Female								
Yes	57	1.98	98	2.08	22	2.07	3	1.74
No	43	2.18	2	2.12	78	2.17	97	2.16

Table 3. The BSBA Students major in Financial Management and Human Resource Development and Management who has extra-curricular activities with their corresponding GPA

With Extra Curricular Activities	Financial Management				Human Resource Development Management			
	2 nd yr (%)	GPA	3 rd yr (%)	GPA	2 nd yr (%)	GPA	3 rd yr (%)	GPA
Male								
Yes	23	2.34	25	2.17	16	2.09	40	2.41
No	77	2.14	75	1.99	84	2.23	60	2.31
Female								
Yes	15	1.94	23	1.99	4	2.10	15	2.2
No	85	2.12	77	2.21	96	2.14	85	1.7

Majority of the BSBA Students of Surigao del Sur State University – Cantilan Campus major in Financial Management and Human Resource Development and Management has no extra-curricular activities as revealed in the table 3. But, in terms of GPA male students who has no extra activities mostly got the highest GPA compared to those students with extra-curricular activities. However, for those female students, the results show that those who has extra-curricular activities got the highest GPA compared to those who don't have. The same results from the study of Fredricks and Eccles (2006) found that participation in extra-curricular activities can lead to positive academic outcomes, including improved grades and test scores. In addition, according to Gardner et al.,(2008), participation in such activities is positively associated with educational and civic success in young adulthood.

Table 4. The number of BSBA – FM and HRDM students who are a Working Students with their GPA

Working Students	Financial Management				Human Resource Development Management			
	2 nd yr (%)	GPA	3 rd yr (%)	GPA	2 nd yr (%)	GPA	3 rd yr (%)	GPA
Male								
Yes	29	2.32	7	2.14	16	2.09	-	
No	71	2.16	93	2.02	84	2.23	100	2.36
Female								
Yes	16	2.04	15	2.05	18	2.08		
No	84	2.12	85	2.15	82	2.16	100	1.95

Table 4 presents the number of students of BSBA-FM and HRDM who are working students with their corresponding GPA and it appears that only few of the respondents are working students. Nonetheless, this few students who are working students mostly got higher GPA compared to none working students. This indicates that they are more serious compared to those who are not, so it can be said that working students has a direct positive effect to their academic performance.

Table 5. The type of High School that the BSBA –FM and HRDM students graduated

High School	Financial Management				Human Resource Development Management			
	2 nd yr (%)	GPA	3 rd yr (%)	GPA	2 nd yr (%)	GPA	3 rd yr (%)	GPA
Male								
Public								
National High School	70	2.16	56	1.94	100	2.16	60	2.47
Integrated School	23	2.22	31	2.04	-	-	40	2.25
Private School	7	2.10	13	2.26	-	-		
Female								
Public								
National High School	66	2.08	68	2.05	88	2.13	61	1.74
Integrated School	19	2.38	23	2.19	4	2.55	34	2.03
Annex School	2	2.18	1	2.04	4	2.07	5	2.08
Private School	13	1.52	7	2.12	4	1.73	-	-

Table 5 shows the type of high school that the respondents graduated and it delved that almost all of the BSBA –FM and HRDM students graduated at public high school mainly from National High School while some graduated from private high school. Nevertheless, female respondents from private school majority got the higher GPA than those who graduated from public school while second year male students major in FM, seven percent (7%) from private school got the highest GPA of 2.10 and for third year fifty six percent (56%) from national high school got the highest GPA of 1.94. This result specifies that coming from private schools earned higher GPA than those who graduated from public school.

3. CONCLUSION

It has been concluded in this study that students' academic performance contributed significantly in terms of; gender, involvement in extra-curricular activities, intention to pursue Master's degree, working students and the type of school where they graduated their secondary level. It is necessary for educators to recognize the factors that may contribute to students' academic success so as to plan better classroom activities and strategies of teaching and learning. Further, research is vital to explore other factors that may affect students' academic performance.

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