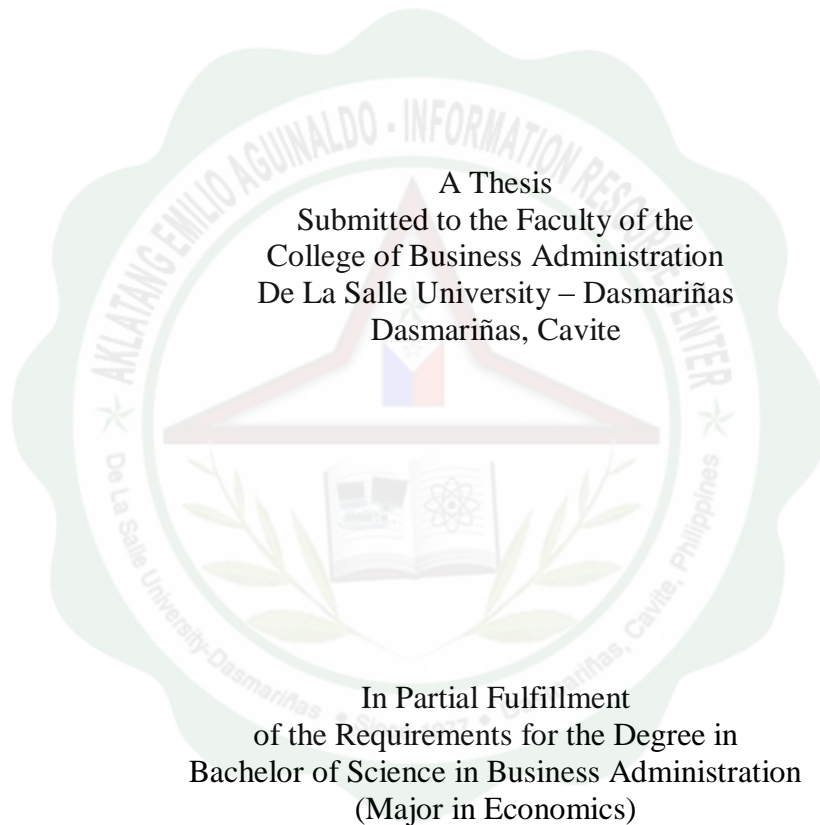


**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE
OF SELECTED UNDERGRADUATE STUDENTS AT
DE LA SALLE UNIVERSITY - DASMARIÑAS**



A Thesis
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(Major in Economics)

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ABSTRACT

DUÑGAO, D. L. B. and EUGENIO, G. M. Factors Influencing the Academic Performance of Undergraduate Students at De La Salle University-Dasmariñas. Bachelor of Science in Business Administration, Major in Economics. De La Salle University-Dasmariñas, Dasmariñas, Cavite, April 2007. Adviser: Dr. Felda Olympia V. Peña.

This study was conducted to identify the different personal- and school-related factors that affect the academic performance of undergraduate students. Specifically, it aimed to: (1) identify the personal- and school-related profile of selected undergraduate students at De La Salle University-Dasmariñas; (2) determine the academic performance of undergraduate students; (3) identify the factors that influence the grade point average (GPA) of selected undergraduate students; and (4) compare the academic performance of students when grouped by personal- and school-related factors.

The sample size was composed of 369 students of De La Salle University – Dasmariñas. Respondents came from three largest colleges, namely: College of Business Administration (CBA), College of Engineering and Technology (CET), and College of Liberal Arts (CLA). The sample size of 369 respondents, drawn through stratified sampling and random sampling, was proportionately distributed by year, course, and section among the three colleges. Mean, frequency distribution, and cross tabulation were used for profiling purposes while chi-square and correlation tests were used to determine the relationship between the different personal- and school-related factors and the academic performance of students.

With regards to the current standing of the students, academic performance, it was revealed that CBA students obtained the highest GPA (2.28) among the three colleges; followed by CLA which has a GPA of 2.08; and lastly, CET students got a mean GPA of 2.06. Most of the undergraduate students perceived their chosen course as moderate in terms of difficulty. Only gender, working time of the mother and the length of scholarship were found to be significantly related to the academic success of the undergraduate students. It was revealed that female students performed better in class than male students. Moreover, a negative association between academic performance and the working time of the mother has been discovered. The longer time spent by mothers away from home to work the lower the GPA of the students. Lastly, unlike the working time of mothers, length of scholarship had a positive relationship with the academic performance of students. Lengthier scholarships give higher motivation to students to maintain their scholarship.

Follow-up studies must be taken at hand in order to identify other factors that influence the academic performance of students, especially those which are excluded from this study. Studies that will investigate more on the specific effects of the different factors that influence students' grades are also recommended.

Parents/guardians and universities should also be aware of the factors that are significantly related to a student's academic performance since they are partners in molding a better future for the children. They must work together to improve the student's performance in school.

Lastly, the Department of Education, Commission on Higher Education, and other government agencies that are concerned with education should take note of the factors that have effects on students' academic performance. They should create more programs that enhance these factors to improve the students' academic performance.



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