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CHARACTERISTICS OF REGULAR AND IRREGULAR
HIGH SCHOOL STUDENTS OF ERMITA CATHOLIC
SCHOOL, MANILA

SESSOGILO

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ABSTRACT

Adolescents beset with problems of biological-physical and emotional-psychological changes, encounter various aspects of stress and pressures and fail in their academic performance.

Studies have shown that there are various factors affecting one's academic performance. The non-intellective variables could prove influential and might have a strong effect but as reflected in the poor grades of students and in the high rate of failure they remain to be a problem.

While non-intellective factors such as home environment, study habits, televiewing, peer influence and teaching method could account for academic performance, this study is very useful in the sense that some of the factors of academic failure are detected and analyzed. Being so, the effect of non-intellective factors on academic achievement had been extensively studied. However, due to the difficulty of measuring the non-intellective variables and for lack of instruments with which to assess them, studies on non-intellective factors have remained few.



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Therefore in this study the researcher focused his attention on gaining information regarding characteristics of regular and irregular students of Ermita Catholic School in terms of the intellectual factor academic achievement and five selected non-intellectual factors viz. home environment, study habits, televiewing, peer influence and teaching method. The students' GPA being the measure of academic achievement, the computerized grades issued at the end of the first and second quarters of the school year 1991-92 were used. A Non-Intellectual Factors' Scale (NIFS) adapted from the Sia Academic Performance Scale (APS) was devised to measure the non-intellectual factors of 100 regular students who had no failing grades and 115 irregular students who had incurred failures in at least one or more subjects during the first and second quarters.

Data analysis was done through the following:

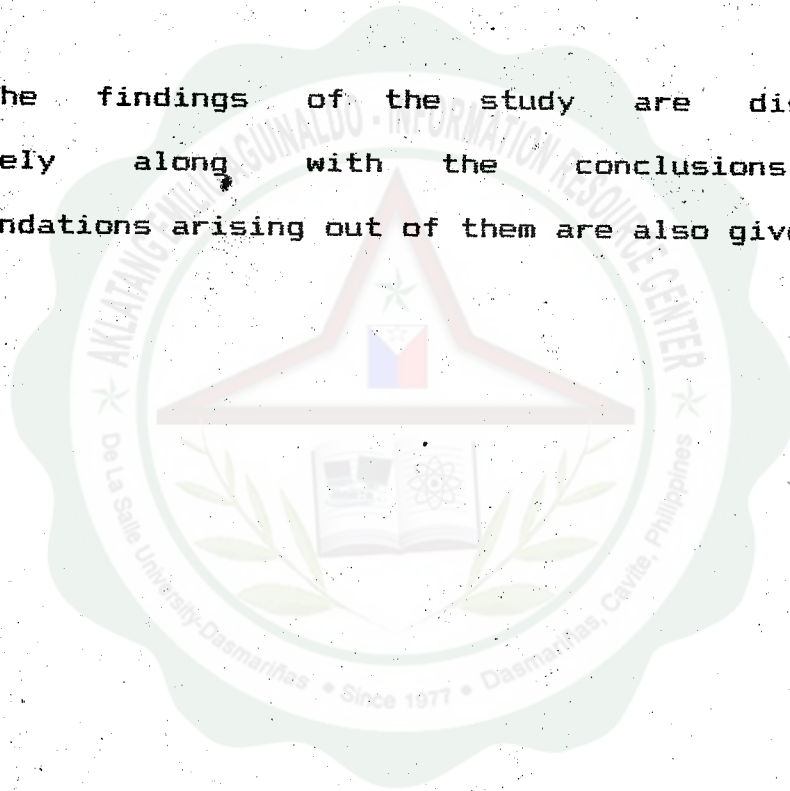
- Means and Standard deviation for items and factors
- Frequency and Percentage for personal data
- ANOVA for difference
- For hypothesis testing the level of significance was set at .05 level.



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As hypothesized, there are characteristic differences between the regular and the irregular students of Ermita Catholic School, however, while statistically significant, the differences are not great.

The findings of the study are discussed separately along with the conclusions and recommendations arising out of them are also given.



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