



# Academic Performance among Minority Students in Dingalan National High School

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## Abstract

The study focused on the academic performance of minority students of Dingalan National High School. The goal of this study was to establish an evaluation of the factors that may affect the Academic Performance of students from an ethnic minority perspective. In particular, it sought to define and examine the following: the age, sex and grade profile of respondents, the relationship of students' academic achievements to the age and sex; and the relationship between academic achievement and the educational environment of the student. Researcher utilized the descriptive-correlational design of research using survey questionnaires in gathering data from the total population of minority students of Dingalan National High School. Study showed that 61.54% of the respondents have fair grades, 30.77% satisfactory, and only 7.69% outstanding grade. Study also showed that age, sex and educational environment have no direct relationship with academic performance among minority students.

**Keywords:** Academic Performance, Minority Students, Environment

## 1. Introduction

Traditional practices and beliefs are part of our country's historical background. It is embedded within our civilization. Our beloved country, Philippines, was once known for its cultural way of living and for its abundance of natural resources. Until the time of colonization had arrived that greatly influenced our traditional diversity up to these present times.

The Dumagat people can be found within the parts of the whole Sierra Madre range. But they originally lived in Casiguran, Aurora. They were known as "Agta", their ancestors are the "Negritos". But originally they live beside the "dagat" so there denomination was changed; they are now known as the Dumagats. Due to the arrival of modern Filipino citizens, they were forced to transfer in mountain – Sierra Madre. Because of their migration, their way of living were altered but there name Dumagat is still remained for they now staying in "gubat" which is in rhyme with the word "dagat" (Noypi Collections, 2011).

Every child has the capacity to succeed in school and in life. Throughout the world, Minority students experience failure in school for a variety of very complex reasons. They often do not receive the proper encouragement from teachers, they may lack the motivation necessary to excel in an academic environment, they usually face a number of demographic, socioeconomic and cultural factors that work against them, or their academic performance may not be measured properly (Borman, 2001). Low socioeconomic student status become aware of high college tuition fees, they often lose the motivation to perform well due to their inability to pay for higher education, ultimately affecting the influence of socioeconomic status on student achievements (Ocampo, 2015). Family attributes such as affection, the love, and care that students must feel so that they will be inspired to go further in their studies are factors that contributes in striving

academically (Garcia, 2017). All the hypotheses suggest that girls and boys continue to follow gender roles in their convictions and conducts about motivation (Meece et al., 2006). Kusurkar et al., 2013, added that the two important factors influencing academic performance are student motivation and study strategy. It was found differences in the type of motivation of students from different ethnic backgrounds, and also in how it was associated with their GPA (Isik et al., 2017). In some school there is racial discrimination, which also contributes as a barrier in continuing academic success (Blume, 2016). Black pupils learn less every year in school than typical white pupils (Farkas, 2003). Additionally, there is the idea out there that many minority students come from low-income families and are predominantly first-generation students, so they must distance themselves from their families as well as in order to find support elsewhere, they believed that poverty is not hindrance to success even they feel discrimination, stereotyping, and differential opportunities persist today in schools and in society (Awad, 2008). Ethnic minority people generally earn less than White people, have less access to health care, and live in dangerous environments. American Indians have historically targeted their reservations systematically at hazardous waste incineration sites, solid waste sites, and nuclear waste storage sites (Lipsitz, 2012).

Mentoring programs are very successful way to build a student's identity within the school while also connecting them with faculty, administrators and other students. There is clearly a need for specialized support of minority students and mentoring programs can be instrumental in improving needed support for students while at the same time encouraging development of all involved. Students should be encouraged thriving and made comfortable in their surroundings and to some the chance to engage in a mentoring program could provide that very opportunity needed to ensure success (Stocksloger, 2013). Student retention and university

performance are characterized in terms of academic success (Sparkman et.,al. 2012). The experience of minority students indicated a close relationship between academic and social integration in the institution and the retention of students (Stebleton et.,al. 2014).

Based on these researches, the researcher conducted this study to explore and describe the academic success among minority to the Senior High school students in Dingalan National. Hence, we hypothesized that: There is no significant relationship between the student’s academic performance and age; there is no significant relationship between the student’s academic performance and sex; and there is no significant relationship between the student’s academic performance and educational environment.

## 2. Methods

### 2.2. Research Design

This study used a descriptive correlational design, in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. It describes the variables and the relationship that occur naturally between and among them (Sousa et. al. 2007).

### 2.3. Materials and Instrument

This study was highly dependent on the questionnaires which were utilized by the researchers in determining the perception of Senior High school students towards their

academic performance. PART I of the questionnaire dealt on the profile of the respondents which includes age and sex. PART II contains the questionnaire of student’s educational environment.

### 2.4. Data Collection

The researcher sought permission from Mr. Ronald V. Garcia the principal of Dingalan National High school to utilize the Senior High school students as respondents in the study. The survey questionnaires were personally administered by the researcher and were collected afterwards.

### 2.5. Data Analysis

In determining the relationship between students’ academic performance and their age, the Pearson Product Moment Coefficient of Correlation was employed. In determining the relationship between students’ academic performance and their sex, the Point Bi-serial Coefficient of Correlation was employed. In determining the relationship between the student’s academic performances and school environment, the SPSS ordinal-ratio data test for relationship was employed. The hypothesis was tested at 0.05 level of significance. Weighted mean was used to describe the students age, sex, GPA 1<sup>st</sup> semester and 2<sup>nd</sup> semester and students perception about their performance.

The following verbal descriptions were used to describe the mean response: 1.00- 1.74 Strongly, Disagree, 1.75- 2.49 Disagree, 2.50- 3.24 Agree, 3.25- 4.00 Strongly Agree.

## 3. Results and Discussion

### 3.1. Distribution of the Respondents According to their Age

**Table 1. Distribution of the Respondents According to their Age**

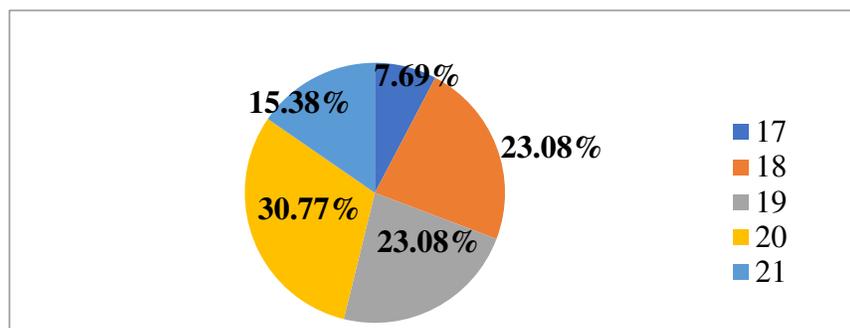


Table 1 shows that among the 52 respondents, 8 of them or 15.38% are 21 years old, 16 of them or 30.77% are 20 years old, 12 of them or 23.08% are 19 years old, 12 of them or 23.08% are 18 years old, and 4 of them or 7.69% are 17 years old.

It signifies that most of the respondents are 20 years old. The data revealed that most of the respondents are older. It is due to the fact that their parents cannot provide financial to support their school needs. It also implies that some of the respondents chose to work to earn money and after that they continue their studies.

### 3.2. Distribution of the Respondents According to their Sex

Table 2. Distribution of the Respondents According to their Sex

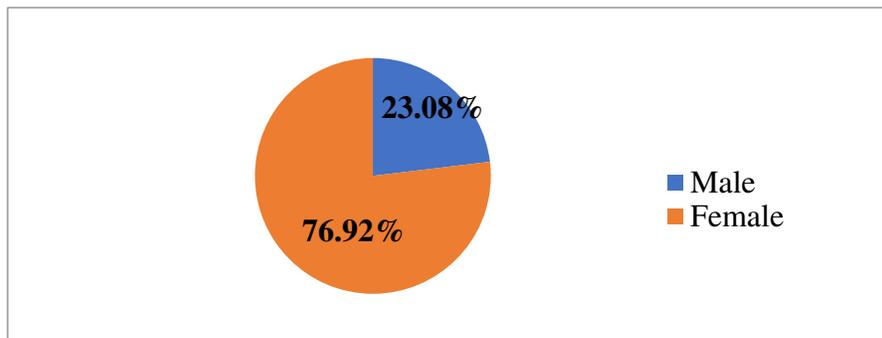


Table 2 shows that among of the fifty-two (52) respondents, 40 of them or 76.92 % are females and 12 of them or 23.08% are males.

The data revealed that most of the respondents are females it is due the fact that most of the males prefer to work to earn money to support their family needs.

### 3.3. Grade Point Average of first and second semester of the Respondents

Table 3

Verbal Description	Frequency	Percentage (%)
75-79- Fair	32	61.54
80-84- Satisfactory	16	30.77
85-89- Very Satisfactory	0	0
90-94- Outstanding	4	7.69

Table 3 shows that among all the respondents, thirty-two (32) or sixty one percent (61.54 %) of them are in the fair level having an average grade that is within the range of 75-79 during first and second semester. Moreover, the respondents are in the fair level having grades that is within the range of 79 and

below. The table 3 indicates that most of the respondents are in the fair level in terms of their grades during the first and second semester of the Academic Year 2018-2019. It signified that they are ashamed to share their knowledge or thoughts when it comes to performing in class.

### 3.4. Relationship of Students academic performance and their Age

Table 4

	AGE	GRADES
AGE	1	.049
Pearson Correlation		
Sig. (2-tailed)		.875
N	13	13

The p-value is equal to 0.875, which is greater than the margin of error of 0.05. It implied that there is no significant relationship between age and academic performance of the

students (table 4).The data also connote that the students in minority groups' age does not affect their academic performance. It also shows that student age is not basis to their higher grades.

### 3.5. Relationship of Students' Academic performance and their Sex

Table 5. Relationship of Students' Academic performance and their Sex

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.019 <sup>a</sup>	5	.414
Likelihood Ratio	5.728	5	.334
N of Valid Cases	13		

The p-value ( $p > 0.05$ ) of 0.414 implied that there is no significant relationship between sex and academic performance

of minority students. It connotes that sex cannot be a basis in academic performance of minority students.

### 3.6 Relationship between students' perception on their environment and academic performance

**Table 6. Relationship between student's perception on their environment and academic performance**

	Chi-Square	df	Sig.
Pearson	18.082	32	.977
Deviance	18.932	32	.967
Link function: Logit.			

The p-value ( $p > 0.05$ ) of 0.977 implied that there is no significant relationship between student's perception on their school environment and academic performance.

It shows that school environment does not affect their academic performance. It implies that environment does not signify educational success. It also implies that minority students adopt their new environment, compare with their homes on the heart of the mountains.

#### Conclusions:

Twenty (20) years old and females are dominant among the respondents. Most of them are in the fair level in terms of their grades in the first and second semester of the Academic Year 2019-2020. Most of the respondents agreed that their perception to their school environment has no effect to their studies. The students' perception towards their environment does not affect their academic performance. The respondent's age and sex does not affect their academic performance.

#### Recommendation:

Teachers may use various methods to inspire students to increase their academic achievement. Teacher can innovate and enhance their academic performance by implementing new strategies that meet the needs of students. Teachers, should also concentrate on the needs of students. Teachers and school administrator should create programs and extension to uplift the minority students, and to promote learning. Parents of the students should also educate in order to have a stronger strategy to enhance students' performance in class. Further future research should be made on this study.

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